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ABSTRACT

Between November 1990 and August 1992, a study examined wages and working conditions of child care staff in both licensed group centers and family day care homes in Canada. Three instruments were developed for the study, a short telephone interview for center directors, a follow-up director's questionnaire, and a staff questionnaire. The study gathered data on staff demographic characteristics, wages, educational background, child care experience, benefits and working conditions, occupational mobility, professional orientation, recommendations for the child care field, job satisfaction, turnover rates, and reasons for leaving the field; and data on staff replacement, center demographics, and issues of hourly wages. Simple random sampling was used to select most provincial samples, and responses were received from 52% of the 969 centers sampled. Study findings included the following: (1) child care staff entered the field because of their care and concern for children; (2) child care is a predominantly female occupation, and the wages paid average $9.60 per hour; (3) almost 70% of staff working in early childhood education have a postsecondary certificate, diploma, or degree; and (4) governance of the center, whether municipal, non-profit, or commercial, influences wages, working conditions, and satisfaction. A summary of responses by province is included. (AC)

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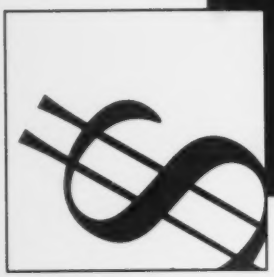

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A Study on Wages and Working Conditions in Canadian Child Care

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A Joint Project of the Canadian Day Care Advocacy Association and the Canadian Child Day Care Federation

Caring for a Living

Garde À L'enfance

Final Report

A Study on Wages and Working Conditions in Canadian Child Care

A Joint Project of
The Canadian Child Day Care Federation
and
The Canadian Day Care Advocacy Association

Research Conducted by:
Karyo Communications

"I no longer dream in colour."

Quebec Child Care Teacher

Preface

The Caring for a Living research study was conducted by Karyo Communications Inc., a social policy research and communications firm. The research team was comprised of Patti Schom-Moffatt, principal researcher, and research associates Barry Forer and Tom Walker.

Caring for a Living is a joint project of the Canadian Day Care Advocacy Association and the Canadian Child Day Care Federation. Funding was provided by the Child Care Initiatives Fund, Health and Welfare Canada.

The two sponsoring organizations provided direction to the research team through a Steering Committee. Over the two years it took to conduct the research and write this report, the Steering Committee met on numerous occasions to discuss issues such as research objectives and implications of the research results. The Steering Committee provided invaluable assistance to the researchers and improved immeasurably the quality of the final report. The Steering Committee included co-chairpersons Elaine Ferguson and Fiona Bishop, and Penny Coates, Sandra Griffin, Jan Turner, Sylvia Fanjoy, Barbara Kilbride, and Karen Chandler.

As part of the research process, the final draft of the Caring for a Living report was sent to reviewers in each province and territory. We appreciate their valuable input.

We would like to extend our appreciation to the many child care staff who responded to our questionnaires and spoke with us about isssues of importance to them.

The views expressed herein are solely those of the authors.

Patti Schom-Moffatt
Principal Researcher

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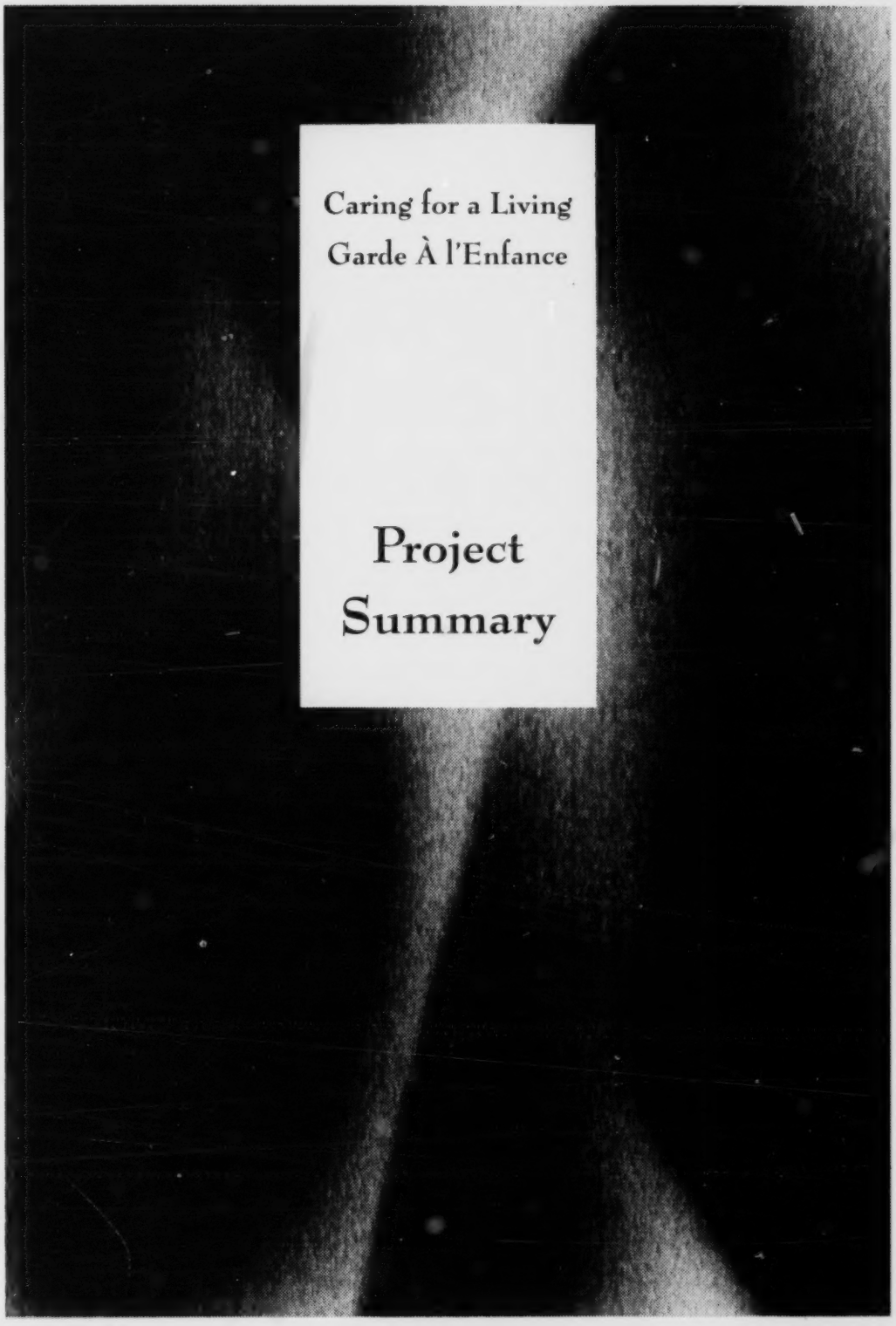


Caring for a Living
Garde À l'Enfance

Project Summary

Caring for a Living is a national study that focused on the conditions under which child care staff in Canada work. The study was carried out between November 1990 and August 1992, with information collected between April and June 1991. The focus on staff distinguishes this study from many others that have explored a variety of issues concerning the delivery of child care in Canada. It is the focus exclusively on staff that makes this research study so important.

The cornerstone to the delivery of a quality child care system are the people caring for our children. Given the tremendous responsibility inherent in the job, child care advocates long have suspected that child care staff have been subsidizing the entire child care system through low wages and few benefits.

Caring for a Living confirmed these suspicions and discovered that the subsidization has not been without significant cost to the child care worker.

For the most part, the study found that child care staff entered the field of early childhood education because of their care and concern for children. And most likely, they will leave the field because the value of the work they perform has not been recognized by society nor have they been compensated appropriately.

Child care is a predominantly female occupation and the wages paid reflect this. The average hourly wage in child care is $9.60. Despite the fact that child care staff are better educated than the majority of Canadian workers, their salaries fall near the bottom of those of industrial wage earners. Almost seven out of 10 staff working in early childhood education have a post-secondary certificate, diploma, or degree; in the Canadian employed labour force, only four out of 10 workers have this level of education. The average wage for a warehouse worker, for example — a job requiring less skill, less education, less experience, and certainly less responsibility — is 58% more.

The low wages in child care place many child care workers near or below the poverty line. Using 1991 poverty lines developed by Statistics Canada and the Canadian Council for Social Development, a child care Teacher supporting another person, be that a partner or a child, earned $3,200 below the poverty line for a two-person family. For those child care staff who are sole support parents, three out of four earn below the poverty line. This problem is compounded by the finding that child care wages are losing ground to inflation. Between 1984 and 1991, adjusting for inflation, the average child care wage fell in real terms by 4.5%. It is not surprising then, that 15% of full-time staff hold a second job. When asked why, they give "money" as the major reason given.

"Providing a better salary" and "promoting more respect for child care workers" rank as the most important items required to make the field more satisfying and to encourage child care staff to remain in the profession. Only 16% of staff believe they are respected by the general public.

In most occupations, the longer you work and the older you get, the more you earn. In the general labour force, for example, 25- to 34-year-olds earn 43% more than 20- to 24-year-olds.

In child care, just like other professions, 25- to 34-year-olds earn more than 20- to 24-years-olds.

In the general labour force, however, 35- to 44-year-olds earn 20% more than 25- to 34-year-olds. But in child care, once you reach the age of 35, wages remain static. Child care staff in the 35- to 44-year-old bracket don't earn any more than staff in the 25- to 34-year-old bracket.

Most staff working in child care want to advance in the field. But two out of three staff don't believe advancement opportunities exist in their centres. And one out of every three staff believe they must leave the field to advance.

However, if poor pay is the dark cloud hanging over the heads of child care staff, then the nature of the work and the opportunity to make a difference in the lives of children is the silver lining. When asked about the positive aspects of the child care field, eight out of 10 staff mention the "nature of the work", and 55% cite "positive feelings about the work". These two aspects are also the most satisfying factors in the current jobs of staff. Satisfaction with co-workers is also high, with an average satisfaction score of 8.6 out of 10. In contrast, satisfaction with pay and promotion is much lower, averaging five out of 10 on the satisfaction scale.

Child care staff, for the most part, are working in the field out of choice and believe they have a choice of other jobs. Two out of three staff think they will be in the field in three years' time. And six out of 10 staff, if given the opportunity to choose child care again, would enter the field willingly.

For staff who don't believe they will be in the field in three years' time, pay is cited as the reason that one in five staff expects to leave. One in seven staff who don't believe they will remain in the field expect to stay home with their own children.

Generally speaking, the presence of a union greatly affects wages. The hourly rate for unionized staff is 33% higher than for staff not represented by a union — $11.99 per hour versus $8.99 per hour for non-unionized staff. Child care, however, is not a highly unionized sector. Unions represent only one in five staff members, while in the general labour force, unions represent almost one in three workers.

Auspice of the centre is another variable influencing wages, working conditions, and satisfaction. Auspices include municipal, non-profit, and commercial. Municipal centres exist only in Alberta and Ontario; non-profit centres and commercial centres exist in all provinces and territories. However, in Saskatchewan, the Yukon, and the Northwest Territories, the return rate from commercial centres was too low to provide meaningful analysis.

Educational levels are consistently higher for staff working in non-profit centres than for staff working in commercial centres. However, more staff in commercial centres are currently enrolled in an educational program than are staff in non-profit centres. In part, the reason for this is that staff in commercial centres report lower educational qualifications and more likelihood to need this education to keep their job than staff in non-profit centres.

Staff working in municipal centres are most likely to have taken specialized coursework or training in addition to their formal education.

Staff working in municipal centres have more experience than staff working in non-profit centres or in commercial centres. One in three staff in municipal centres have worked in the field for over 10 years. By comparison, one in five staff working in

either commercial centres or non-profit centres have been in the field for over 10 years.

Auspice has a significant effect on staff wages. The average hourly wage across all positions in municipal centres is $13.88; in non-profit centres it is $10.07; and in commercial centres it is $8.07. Staff in municipal centres earn 38% more than staff in non-profit centres and 72% more than staff in commercial centres. Staff in non-profit centres earn 25% more than staff in commercial centres.

Staff working in non-profit centres are more likely to be unionized than staff in commercial centres. On a national basis, 21% of staff working in non-profit centres are represented by a union, while only 11% of staff working in commercial centres are unionized.

Staff in commercial centres are least likely to be in the field in three years' time. One-third of staff in these centres expect to leave the field, compared with only 23% of staff in non-profit centres and 20% of staff in municipal centres.

Actual turnover rates are lower for staff in non-profit centres, at 22%, than for staff in commercial centres, at 30%.

Staff position is another significant variable affecting wages and working conditions. The following definitions apply to these positions:

Teacher or *Supervisor* refers to someone in charge of a group of children, often with staff supervisory responsibilities.

Assistant Teacher refers to someone under the supervision of a teacher.

Teacher-Director or *Head Supervisor* refers to someone who works with children and also has administrative duties.

Administrative-Director refers to someone who has administrative duties only.

Four out of 10 Assistant Teachers have a college certificate or diploma, and one in four has some college education. Just over one in 10 has a university degree.

Four out of 10 Assistant Teachers are currently enrolled in an educational program. Of those staff enrolled, 45% need this training to keep their current job.

Assistant Teachers are more likely than staff in other positions to work on a part-time or casual basis, with 28% of Assistant Teachers working in this fashion. They also have worked in the field for the shortest period of time, with 37% working between one and three years, and 35% working more than five years. Assistant Teachers also have the shortest tenure in their centres.

Nationally, the average wage for Assistant Teachers is $8.29 per hour or 15% lower than the wages for Teachers. Calculated on an annual basis, this is equivalent to $15,337.

Six out of 10 Teachers have a college certificate or diploma. Thirteen per cent have a university degree. One-quarter of Teachers are currently enrolled in an educational program, and of those enrolled, 31% require this training to keep their job.

Eighty-six per cent of Teachers work on a full-time basis. Almost half have worked more than five years, with one in five Teachers working more than 10 years.

The average wage for Teachers is $9.71 per hour. This is 10% lower than the hourly

wage for Teacher-Directors. Calculated on an annual basis, this is equivalent to $18,498.

Almost three-quarters of Teacher-Directors have a college certificate or diploma. Twelve per cent have a university degree. One-quarter of Teacher-Directors are currently enrolled in an educational program. Of those staff enrolled, 22% require the training to keep their current job.

Ninety-five per cent of Teacher-Directors work on a full-time basis. They also have worked a considerable length of time, with 70% working more than 5 years.

The average hourly wage for Teacher-Directors is $10.76, or 20% lower than for Administrative-Directors.

Calculated on an annual basis, this is equivalent to $20,498.

Fifty-four per cent of Administrative-Directors have a college certificate or diploma. Over 30% have a degree. Three out of 10 Administrative-Directors are currently enrolled in an educational program. Of those staff enrolled, only 3% require this training to keep their current position.

Ninety-three per cent of Administrative-Directors work on a full-time basis. They have worked in the field longer than staff employed in other positions, with three-quarters working for five years or more and 40% working more than 10 years. Administrative-Directors also have the longest tenure in their centres.

The average hourly wage for Administrative-Directors is $13.51. Calculated on an annual basis, this is equivalent to $25,804.

Directors responding to a number of questions about centre operation paint a picture of child care centres across the country. Average fees range from $458 per month for infant care and $423 for toddlers, to $392 per month for preschoolers and $308 for school-age children (five and six years).

Average fees for toddlers vary significantly, from a high of $544 per month in Ontario, to $495 per month in the Northwest Territories, to a low of $299 per month in New Brunswick.

Commercial centres charge lower fees than non-profit centres. Infant care, for example, is $438 per month in commercial centres, compared with $474 per month in non-profit centres.

Only 37% of centres are full. And one in 10 centres have great difficulty filling spaces.

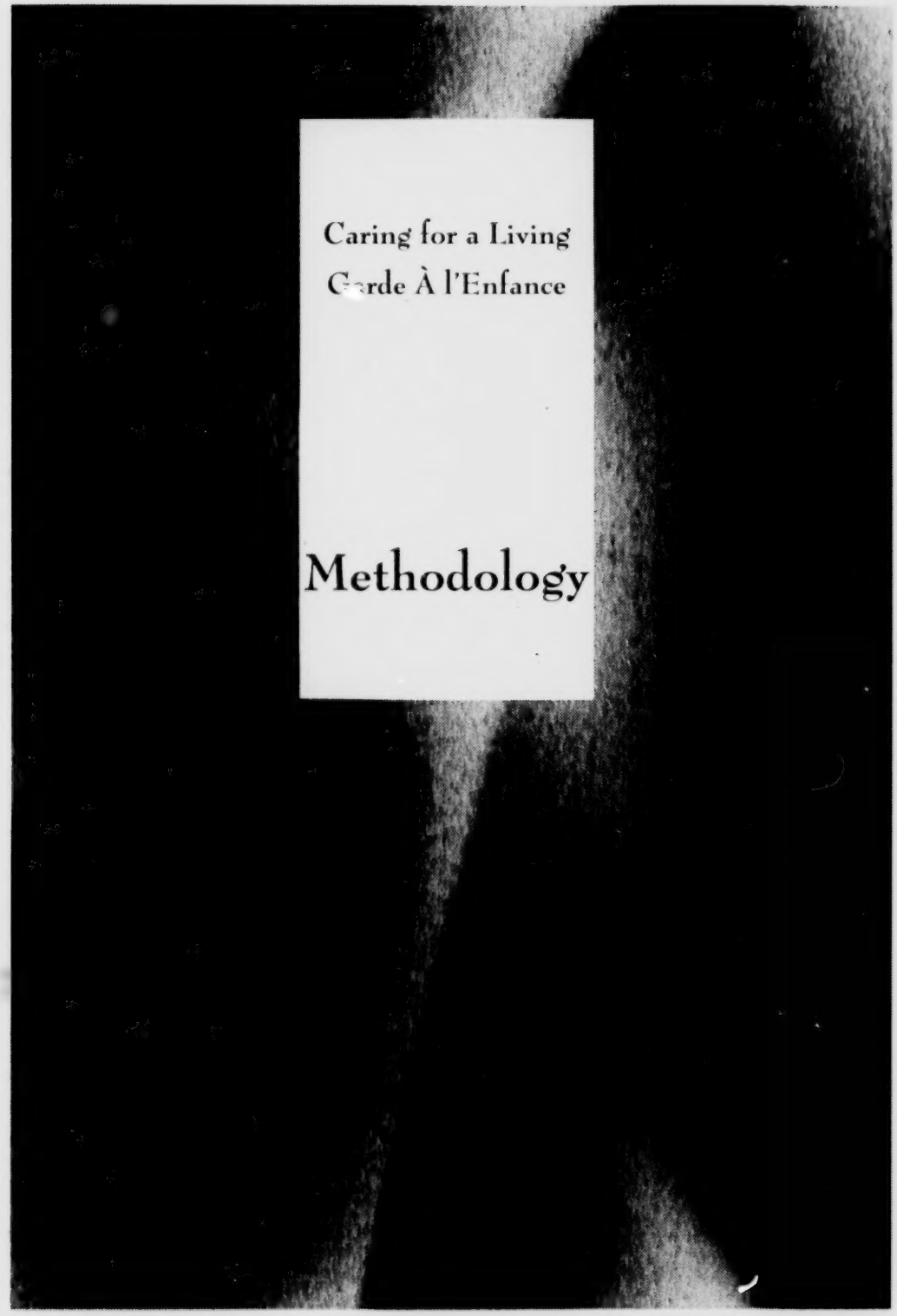
For the average child care centre, 50% of revenue comes from parent fees and 31% comes from government subsidies. These figures, of course, vary considerably across the provinces and territories.

On a national basis, centres use 69% of their budgets to pay staff wages. This varies from highs of 78% in Manitoba and 80% in the Yukon, to a low of 49% in Newfoundland. Non-profit centres have a higher proportion of their budget earmarked for staff wages than do commercial centres.

Summary Highlights From the Data

- 98% of child care staff are female
- 58% of staff are under 30 years of age
- 57% of staff are married
- 41% of staff have children living at home
- 86% of staff were born in Canada
- Average hourly wage of all staff is $9.60
- In real terms, average wages fell by 4.5% over the last seven-year period
- The average hourly wage for staff in municipal centres is $13.88, in commercial centres it is $8.07, and in non-profit centres it is $10.07
- 20% of staff are represented by a union
- Average hourly wages for staff in unionized centres is $11.98 or 33% more than for staff not represented by a union
- 68% of staff have a post-secondary credential
- Of staff with post-secondary credentials, 27% have a one- or two-year ECE certificate; 31% have a one- or two-year ECE diploma, and 7% have an ECE bachelor's degree
- A positive relationship exists between higher wages and general education, with staff with a high school diploma earning $7.00 per hour; staff with a one-year certificate earning $8.44 per hour and staff with a two- to three-year certificate or diploma earning $10.89 per hour
- 28% of staff are enrolled in an educational program
- 83% of staff work on a full-time basis
- 47% of staff have worked for more than five years in the child care field
- 57% of full-time staff work some unpaid overtime at their centre and 73% of full-time staff work some unpaid overtime away from their centre
- 15% of full-time staff hold a second job
- The mean number of benefits and working conditions for full-time staff is 13.5 out of a possible 31
- Full-time staff in municipal centres receive a mean number of benefits of 19, staff in non-profit centres 15.2, and staff in commercial centres 9.8
- 62% of staff would select the field of child care again
- 69% of staff want to advance in the field
- Of staff who want to advance, 31% believe advancement opportunities exist within their current workplace; 62% believe they would advance if they changed centres; and 35% believe they would only advance if they leave the field
- 66% of staff believe they will be in the field in three years' time
- 83% of staff believe they have a choice of other jobs
- Mean satisfaction score for staff is 36 out of a possible 50
- 84% of staff do not believe they are respected by the general public
- 20% of staff recontacted six months after the survey were no longer in their job. Of those who left their jobs voluntarily, 60% were not working in the field of child care
- Turnover reported by Directors over a one-year period is 26%
- 69% of centres have monthly rent or mortgage payments. Commercial centres are most likely to incur these expenses
- Mean number of staff in centres is 8.5
- 38% of centres report all spaces filled
- 40% of centres report difficulty filling spaces
- 69% of centre budgets are used for staff wages; non-profit centres devote 76% of their budgets to staff wages, compared with 60% for commercial centres

- 64% of centres operate with a Board of Directors
- 66% of Directors say "finding qualified substitutes" is a problem
- 61% of Directors say "affording qualified staff" is a problem
- "Increasing staff salaries" ranks first by Directors as to preferred uses for additional government funding



Caring for a Living
Garde À l'Enfance

Methodology

Ⓐ Background

The Canadian Day Care Advocacy Association and the Canadian Child Day Care Federation recognized the need for up-to-date information on the wages and working conditions of individuals working in licensed child care across Canada. The only Canadian information available on a national basis had been gathered in 1984 as part of a Federal Task Force on Child Care.

The 1984 study, *The Bottom Line: Wages and Working Conditions of Child Care Employees*, reported on wage levels and working conditions of individuals working as early childhood educators in both licensed group centres and family day care homes. It was the first attempt to collect such information Canada-wide. However, due to severe time and budget contraints, the study was limited in size and did not survey staff on a provincial and territorial basis. Rather, it grouped provinces together into regions. Still, the results were statistically significant and were very disturbing. People looking after animals in zoos were better compensated than those who care for our children.

Interested in determining the changes that have occurred in Canada since the 1984 study, the two associations contracted with Karyo Communications, the author of the 1984 study, to conduct a national survey of child care employees. Due to limited resources, it was decided to survey staff in licensed group centres only, with the intention of surveying staff in family day care homes and after-school programs at a later date.

Ⓑ Project Goals and Objectives

Project goals and objectives were developed to be both comprehensive and manageable. Early on, we placed certain limitations on the study to ensure data could be reported within the timelines. For example, while we were interested in obtaining information on all child care staff, we decided to limit the study to child care staff in licensed group centres only. And while we were very interested in exploring the relationship between wages and working conditions and implications on quality of care, we felt that was beyond the scope of the study. It was the project's recommendation, however, that a study of quality be undertaken at a later date.

Project Goals

1. To collect baseline information on a provincial and national basis on the wages, working conditions, and experiences of caregivers in licensed child care centres.
2. To develop a database of information that lays a foundation upon which future research can be built.
3. To enhance the profile of early childhood educators and an understanding of the conditions under which they work.

Project Objectives

1. Assess factors that affect and influence salaries, working conditions, turnover rates, and the experiences of caregivers.
2. Identify factors that are correlated with, facilitate, and impede caregivers' professional development and personal satisfaction.
3. Examine the extent to which centre characteristics, geographic factors, and policy contexts are correlated with caregivers' wages, working conditions, experiences, and opportunities for professional development.
4. Compare the wages and working conditions of caregivers with similar professional groups.
5. Explore, in a preliminary manner, the relationship between working conditions and known predictors of quality.

© Our Understanding of the Issues

Four major considerations guided the process of survey design for the Caring for a Living study:

- The results should permit comparison with other studies.
- The scale and methods of data collection and handling should be congruent with the resources available.
- The results should provide a meaningful explanation of some important aspects of the situation of child care employees.
- Attention should be paid to how the results may be made persuasive for bringing about improvements in child care employees' wages, benefits, and working conditions.

1. Comparability

Aspects of survey design were dictated by the need to have results that were comparable with studies from other jurisdictions, that provided some basis for comparing child care work with other occupations, and that were comparable with previous Canadian results from 1984.

2. Feasibility

A second consideration was that the process of data collection, tabulation and interpretation be facilitated by the survey design. This consideration limited the range and complexity of items which could be included. It also established a bias toward coded rather than open-ended questioning. Trade-offs were made between the comprehensiveness of the information sought and the breadth of respondents surveyed.

3. Meaningfulness

The survey should be designed to produce results which were themselves meaningful in that they sought to explain relationships between two or more important variables. The kind of information sought was thus conditioned by its ability to test working hypotheses.

4. Persuasiveness

Finally, the results should be persuasive for the purpose of improving the wages, benefits and working conditions in the child care field. This last consideration could not be addressed entirely by study design, but was itself dependent on the organizational and public policy contexts in which the results were received.

Ⓓ Methodology

The following section outlines the research methodology in detail. For readers unfamiliar with statistical methods, they may be interested in moving to Section E – Return Rates or Section I – Results of the Staff Questionnaire.

Definitions

For the purpose of this study, a licensed group child care centre was defined as any centre offering care on a full-time basis (at least six hours per day) to children between the ages of birth to six years. Family day care homes, nursery schools, preschools, and after-school care were not included in this study.

Centres can also be defined by their auspice. Municipal centres are defined as those under the sponsorship of municipal governments, while non-profit centres are supported by groups such as churches, societies, and schools. Commercial centres are those run by private operators for profit.

1. Sampling Frames

At the beginning of the study, the Canadian Child Day Care Federation provided a mailing list of child care centres in each province/territory. These listings consisted of computer print outs or booklets available in each province or territory. In most cases, these listings were somewhat outdated, so provincial/territorial representatives were consulted to obtain the most recent listings. Representatives were asked to limit their updated lists only to full-day child care centres, if possible. Once the latest information was collected from each province and territory, the original mailing list was revised. At this stage, centres were added or removed from the list, but addresses were not changed. This updated list was used as the sampling frame from which the centres were sampled. The number of centres in each province and territory is shown in Table 1. All centres in this list were sent brochures announcing the study and informing them of their potential participation.

Table 1

Number of Centres in the Sampling Frame, by Province and Territory

Province/territory	Number of centres
British Columbia	516
Alberta	679
Saskatchewan	95
Manitoba	212
Ontario	1,612
Quebec	821
New Brunswick	163
Nova Scotia	163
Prince Edward Island	46
Newfoundland	76
Yukon Territory	20
Northwest Territories	25
Total	4,428

2. Calculating Sample Sizes

Statistics Canada was consulted to establish the sample sizes of child care staff and centres required to provide reliable results. Three pieces of information were needed to do these calculations: the number of centres in each province/territory, the auspice of each of these centres (municipal, commercial, or non-profit), and the average number of workers per centre in each province/territory. The sampling frame provided the first piece, but auspice information was only available on a centre-

by-centre basis in a few provinces. The best information on auspice came from the 1990 Status of Day Care Report in Canada, where the proportions of centres of each auspice type per province were listed. Using the same report, the number of workers in each province was estimated using the report's summary of the number of spaces in each province and assuming an average ratio of one child care worker to seven spaces.

Within each province and territory, nine steps were followed in calculating the number of child care centres to be sampled.

i. The initial estimate of sample size is a function of two measures: the relative standard error of estimate (called c), and the level of precision required in the study (i.e., at the plus or minus 5% or 10% level). Information on hourly salaries of child care staff from Schom-Moffatt's 1984 study was used to estimate c for each province and territory. Precision levels were set a priori at plus or minus 10% for each province/auspice combination.

ii. To account for the precision requirement at the auspice level, the first estimate was adjusted upward. This adjustment was highest for those provinces with more unequal proportions of commercial to non-profit spaces.

iii. Since the staff were to be sampled on a centre basis (cluster sampling), a "design effect" required another upward adjustment. The adjustment depended on the relative size of the variance of hourly salaries within clusters (i.e., centres) and the variance between clusters. The conservative assumption was that the variances are equal. This assumption resulted in an increase in each provincial and territorial sample size by a factor of 1.5.

iv. The next adjustment of the sample size was a downward correction for finite population size. For provinces with a small population of child care staff (e.g., Newfoundland), the fraction of staff sampled is relatively large, and so the sampling error is consequently smaller. The downward adjustment in sample size at this step is greater for provinces with smaller numbers of staff.

v. The estimated sample size in Step iv gave the actual number of staff responses needed to have the required precision at the auspice level in each province and territory. Of course, in a survey using questionnaires, the return rate will be less than 100%, so the sample size estimate must be inflated once more to account for non-response. It was assumed that the return rate by staff would be 50%, so the sample size estimates were doubled at this stage.

vi. To calculate the sample size needed for a precision of plus or minus 5% for each province/territory (not split by auspice), steps i, iii, iv, and v were carried out again. (Step ii is not necessary, as auspice is not involved.) For most provinces, this calculation led to higher estimates of sample size, due almost entirely to the doubled level of precision.

vii. For each province/territory, a comparison was made of the sample sizes

calculated for 10% precision at the auspice/provincial level and for 5% precision at the provincial level. The larger of the two was selected in each case, so that inferences could be made at either level. For Prince Edward Island, Newfoundland, Yukon Territory, and the Northwest Territories, the sample size needed was greater than the population size, and so all staff were surveyed. The total staff sample needed was calculated by adding the sample sizes for each province and territory.

vii. Once the staff size for each province was calculated, it was possible to estimate the corresponding number of centres. For each province, dividing the number of staff in the sample by the number of workers per centre, gave the number of centres that were to be sampled.

viii. It was assumed that 30% of the Directors would refuse or neglect to participate. The number of centres to be sampled was increased proportionally, resulting in 969 centres to be sampled overall. The final breakdown of sample sizes by province/territory is shown in Table 2.

Table 2
Number of Centres Sampled, by Province/Territory

Province/territory	Number of centres
British Columbia	115
Alberta	102
Saskatchewan	84
Manitoba	111
Ontario	129
Quebec	85
New Brunswick	99
Nova Scotia	96
P.E.I.	44
Newfoundland	61
Yukon	19
Northwest Territories	24
Total	969

3. Sampling

Simple random sampling was used to select most provincial samples. In some provinces, such as Quebec, centres were already sorted by region, so a systematic sampling method was used. Manitoba had a very small proportion of commercial centres (12 out of 212), so these centres were surveyed entirely, while the non-profit centres were sampled using a simple random sample. For Prince Edward Island, Newfoundland, Yukon Territory, and the Northwest Territories, all centres were surveyed due to the small number of centres.

4. Survey Instrument Development

4.1 Identification of Items

Three instruments were developed for the study: a short telephone interview for centre Directors, a follow-up Director's questionnaire, and a Staff questionnaire. Potential items for these instruments were identified, in part, by conducting a review of recent child care studies in North America. In Canada, studies of wages and working conditions were in progress or had just been completed in Alberta, Nova Scotia, and Manitoba. In the United States, the Child Care Employee Project had just published the National Child Care Staffing Study, the culmination of many studies on wages and working conditions. Items about job satisfaction were adapted from the Early Childhood Job Satisfaction Survey (Jorde-Bloom,

1989). Using these published studies, a list of potential items was developed, and draft instruments were constructed.

4.2 Pretesting

These draft instruments were then circulated to members of the steering committee for their input. The questionnaires were revised and a formal pretesting phase was begun. A group of about four Directors of centres in the Vancouver area (who were not in the sampling frame) were asked to complete the Director's questionnaire. Notes were taken of items needing revision or issues identified as important but missing from the questionnaire. The same process was undertaken with day care staff, who were asked to complete the Staff questionnaire. Group pretesting was found to be most productive, as this led to a deeper discussion of the pros and cons of the draft questionnaire items. After each round of pretesting an instrument, revisions were made. This was followed by another round of pretesting and revision. After seven or eight cycles, the instruments were in their final form. Members of the steering committee then reviewed and approved these final versions.

4.3 Purpose and Content of Instruments

A. Director Telephone Interview

The telephone interview form is shown in Appendix A. There were several purposes served by having a telephone interview for Directors before sending out the Director's questionnaire. First, the name of the Director could be determined, so that follow-up questionnaires could be directed to the appropriate person. Second, the mailing address was checked, in case the information from the mailing lists was outdated. Third, Directors were asked if their centres met the definition for inclusion in the study. Centres which did not meet these criteria were eliminated from the sample and replaced at random by another centre. (For provinces/territories where all centres were surveyed, there could be no such replacements. This explains the discrepancy between Tables 1 and 2 for Prince Edward Island, Newfoundland, the Yukon, and the Northwest Territories.) Centres that could not be reached by telephone were also replaced, where possible. The fourth purpose for the telephone interview was to ask a few basic questions about the centre (e.g., auspice, years of operation, number of staff), so that the information gathered later from the Director's questionnaire could be assessed for representativeness. The item about number of staff also was used to determine the correct number of questionnaires to send to each centre. The final purpose of the telephone interview was to create a "foot-in-the-door effect" to encourage Directors to respond to the follow-up questionnaire. Directors who refused to take part in the survey were not sent any follow-up questionnaires.

B. Director's Questionnaire

The Director's questionnaire (see Appendix B) was designed to gather information about day care centre characteristics. The final version of this questionnaire had nine sections:

The Children at the Centre;
Financial Organization;
Centre Organization;

General Staff Characteristics;
Staff Turnover;
Benefits and Working Conditions;
Salaries for Full-time Staff;
Salaries for Part-time Staff; and
Issues and Opinions.

C. Staff Questionnaire

The Staff questionnaire was designed to gather information about the individuals working in day care centres. It was therefore to be completed by all staff including Directors. The final version of this questionnaire had nine sections:

Educational Background;
Child Care Experience;
Other Paid Work;
Professional Orientation;
Wages, Benefits, and Working Conditions;
Feelings About the Child Care Field;
Satisfaction With the Centre;
Personal Background; and
Recommendations for the Child Care Field.

5. Data Collection

Directors in all sample centres were interviewed by telephone in April, 1991. In early May, 1991, Director's questionnaires were mailed to all centres whose Directors had agreed to participate. Approximately one week later, Staff questionnaires were sent to participating centres. Each centre received its Staff questionnaires in one package to be distributed to all staff. All questionnaires were sent with a stamped, self-addressed envelope to facilitate their return.

6. Follow-up Procedures

Approximately two weeks after the staff questionnaires were mailed, a reminder card was mailed to all participating centres. Once the deadline for returning the Directors' questionnaires passed, all non-responding Directors were recontacted by telephone. Those who had yet to respond were encouraged to do so. Some Directors had not received their questionnaires or had lost them. Replacement copies were immediately mailed to these centres.

7. Data Coding and Cleaning

Questionnaires were coded as they were returned. All 501 Director returns and 2,441 staff returns were entered by one researcher to ensure consistency in coding open-ended items. Once all of the data were entered, the data files were cleaned in a series of increasingly sophisticated stages. First, unlikely or impossible responses (e.g., a value of '4' on a no/yes item) were located and corrected. Second, union data were examined and made consistent within each centre (except for cases where Directors were not unionized, and staff were). For example, in some cases, staff in the same centre did not agree about membership in a union, while other staff confused other types of associations with unions. In the Yukon, some centre staff indicated union affiliation, but after consultation with provincial representatives, it was decided to recode these responses, as these centres were only partially through the process of union affiliation, and thus were not yet represented by a union. Errors in coding auspice information were made apparent during a meeting of key informants, and were subsequently corrected.

8. Weighting

Responses were weighted on auspice and centre size, the two important variables that were measured for essentially all centres. There were only 15 centres for which this information was missing — those in which the Director refused to participate at the telephone interview stage. Auspice information was gathered during this telephone interview. Centre size, defined as the total number of staff (excluding support staff such as cooks, housekeepers, etc.), was also asked in the telephone interview. The same information was provided in the Director's questionnaire. For purposes of weighting, centre size information was taken from this questionnaire for those centres whose Directors responded. For the non-responding centres, the number of staff was taken from the telephone interview. A new data file was created so that each staff member could be identified as to auspice and size of centre. Using this file, the following steps were taken to create final weights for each centre and staff member.

a. For each province/auspice combination, a frequency count of sample centres of each size was created. From this count, it was possible to calculate the expected number of staff returns from centres of each size. For example, if for British Columbia commercial centres with four staff there were eight such centres in the sample, the number of expected staff returns was 4 x 8, or 32. To go along with the number of sample centres of each size, and the expected staff return for each, the actual centre and staff returns were counted. Initial staff and centre weights were calculated from the ratios of sample counts to actual returns. Where necessary, centres of related sizes were pooled together when returns were low. This first set of weights corrected for centre size, but not for the proportion of centres in each auspice in the population and for the proportion of staff in each position in the population.

b. In Step a, the weights generated compensate for non-response, not auspice or proportions of staff in each position in the population. In the next step, centre weights for each province/ auspice combination were boosted up from the sample size to the population size. To do this, the number of centres of each auspice type in each province was needed. This information was taken from the initial provincial/ territorial lists in the sampling frame for those provinces with auspice information on such lists. For other provinces/ territories, recent reports had been published containing auspice information. Provincial/ territorial representatives provided these numbers where no written record could be found. The numbers of centres of each auspice were boosted up to the population numbers, giving a final centre weight that accurately reflected centre size and auspice for the population of full-day child care centres.

c. The final centre weights were used to boost the initial staff weights up to staff population levels. A correction was done at this stage to compensate for disproportionate response by job position. The four job positions were combined into two groups, Assistant Teachers and Teachers together, and Teacher-Directors and Administrative-Directors together. This pooling was done to ease the calculations and also to compensate for the relatively low

number of Teachers relative to Assistant Teachers in Quebec, an artifact of translation. The final centre weights were used to estimate the number of Assistant Teachers and teachers in each province/auspice combination and to do the same for the two types of Directors. The weighted staff responses were then used to generate the number of staff in these two grouped positions. Final staff weights were then calculated by boosting the staff numbers for each province/auspice/position combination up to the centre numbers. These final staff weights reflect staff population numbers corrected for centre size, auspice, and job position.

d. The weights generated were tested to check whether centre and staff numbers agreed with each other and also agreed with centre numbers from the sampling frame. Differences, when found, were negligible.

9. Actual Precision

The sampling design was based on the best information available, which consisted of outdated sample frames and c values taken from a seven-year-old study. The actual margins of error in this study, in spite of this, did not necessarily fall short of the intended precision, even though the return rates were less than anticipated. The actual precision in the study is a function of the variables used to test precision. The most important variable was chosen for this test: hourly wages. At Statistics Canada, results with a coefficient of variation value of less than 16.5% are released without qualification. Results with a c value between 16.5% and 25% are released with a warning of high variability, while those over 25% are not released.

For the hourly wage variable, margins of error are under 10% for all provinces and territories.

E Return Rates

Table 3 indicates the return rate of Directors, by province/territory. Nationally, responses were received from 52% of centres, ranging from a provincial low of 33% in the Northwest Territories to a high of 71% in Saskatchewan. There were 15 Directors who refused to participate at the telephone interview stage.

Return rates from Directors were highest in non-profit centres. Their return rate was 60%, compared with 43% for commercial centres and 41% for municipal centres.

Table 3
Return Rate for Directors, by Province/Territory

Province	# of returns	% of returns
British Columbia	68	59
Alberta	40	39
Saskatchewan	60	71
Manitoba	78	70
Ontario	62	48
Quebec	41	48
New Brunswick	48	48
Nova Scotia	44	46
P.E.I.	16	36
Newfoundland	28	46
Yukon	9	47
Northwest Territories	8	33
National	502	52

The return rate for staff in each province and territory was estimated using information from the Director's telephone interview. Support staff were not included. Table 4 reports that the overall return rate was 34%, with a low of 21% in Alberta and a high of 42% in Saskatchewan.

Table 4
Return Rate for Teaching Staff, by Province/Territory

Province	# of staff responding	Return rate (%)
British Columbia	226	41
Alberta	212	21
Saskatchewan	264	42
Manitoba	419	41
Ontario	391	34
Quebec	218	28
New Brunswick	180	32
Nova Scotia	232	37
P.E.I.	77	36
Newfoundland	85	29
Yukon	45	35
Northwest Territories	34	25
National	2383	34

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Ⓕ Representativeness of the Return

The questions on the Directors' telephone interview (Appendix B) provided a basis from which comparisons could be made between those Directors responding to the Directors' questionnaire and those who did not respond. Chi-square analyses and t-tests were used to determine if significant differences existed on any of the variables measured during the interview. Table 5 shows that there were three such differences, on auspice, whether the centre offered preschool care, and number of teaching staff. Commercial centres were under-represented in the response, and centres offering preschool-age care were over-represented. There was a significant difference in the mean number of teaching staff, with larger centres more likely to respond. Although weighting techniques were used to bring the return rates up to 100% for each auspice, the weighting is based on the assumption that the non-respondents resembled those centres that participated. If this assumption is incorrect, then the results will be biased.

Table 5

Representativeness of Sample Respondent Centres

Variable	Respondents	Non-respondents	Chi-square or t-test	Probability
Urban centres	78.5%	80.1%	0.39	0.53%
Licensed for infants	28.5	27.9	0.04	0.85
Licensed for toddlers	82.2	83.7	0.40	0.53
Licensed for preschoolers	98.4	95.8	5.93	0.01*
Licensed for school age	43.1	39.5	1.25	0.26
Auspice			25.4	<0.0001*
Municipal	1.8%	2.9%		
Non-profit	66.3	50.2		
Commercial	31.9	46.9		
Where centre is housed			12.12	0.10%
Church	9.0%	8.3%		
College/university	4.0	1.8		
Public school	10.6	7.4		
Private school	1.8	1.6		
Workplace	2.4	2.9		
Community agency	7.0	6.0		
Independent	64.2	69.4		
Mean year centre opened	1980.9	1981.3	-0.94	0.35
Mean number of months centre is open	11.8	11.8	0.28	0.78
Mean opening time	7:15 a.m.	7:19 a.m.	-0.99	0.32
Mean closing time	5:59 p.m.	5:56 p.m.	0.52	0.60
Mean number of teaching staff†	7.6	7.0	1.96	0.05*
Mean number of support staff‡	0.78	0.71	1.08	0.28

* *Significant difference*

† *Assistant Teachers to Administrative-Directors*

‡ *Cooks, housekeepers, etc.*

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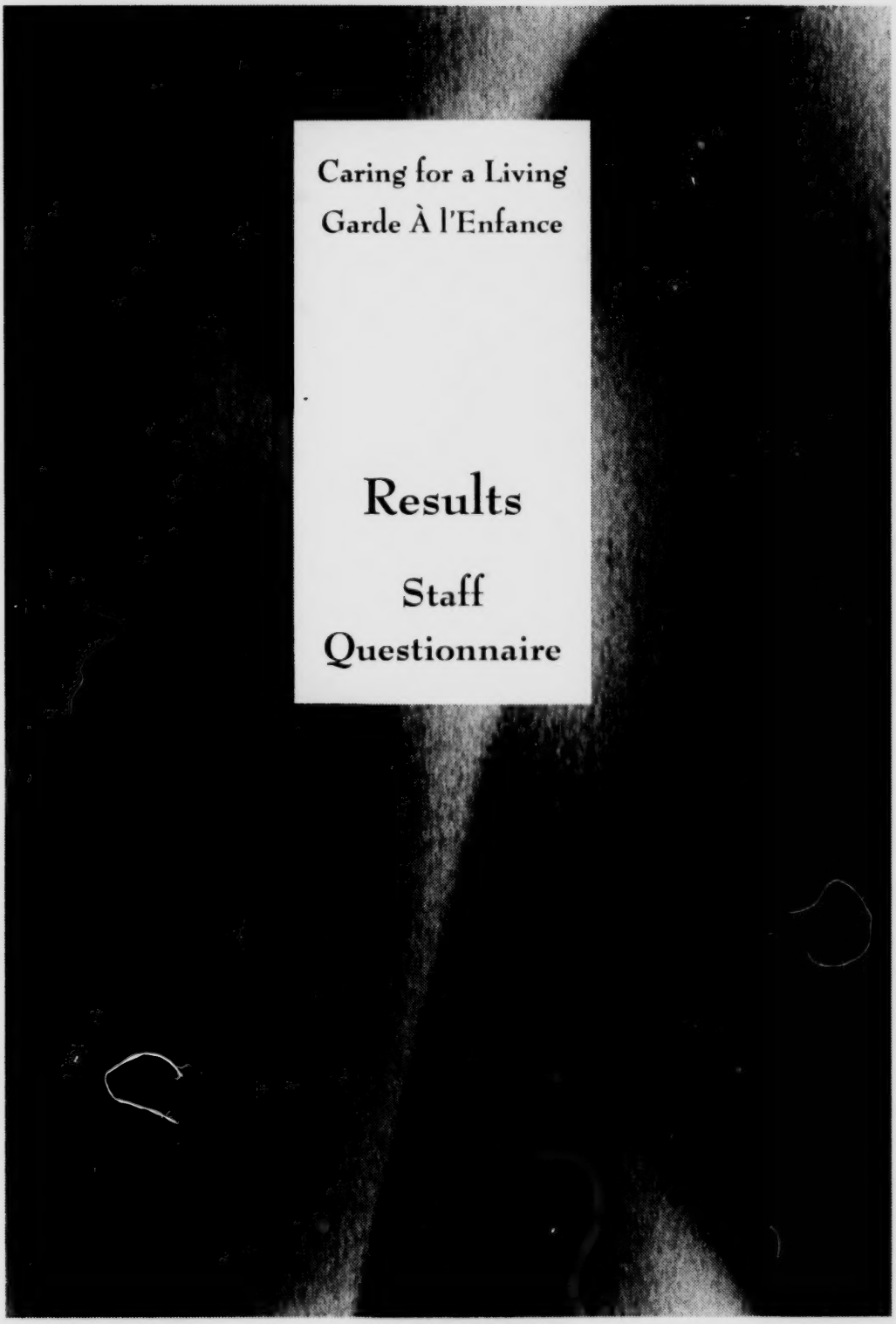


Caring for a Living
Garde À l'Enfance

Results

Staff Questionnaire

About the Results

The Caring for a Living study surveyed staff on a provincial and territorial basis and reports data in two ways: nationally and provincially/territorially. The national data provide an average benchmark against which provincial/territorial data can be compared. However, because provincial regulations, cost of living, and wage levels are so different, it may be difficult to compare child care staff wages between provinces. This is one example of the patchwork nature of the child care system in Canada.

While staff in some provinces or territories fare better than staff in others, even their wages undervalue the work that is performed.

In the following sections, national data is presented in the body of the copy, with references to the highs and lows among the provinces/territories. Charts and graphs appear within the text. Provincial breakdowns of data appear in tables at the end of each section. These tables are numbered A1, A2, and so on. Brief provincial summaries follow the Director's Results.

Quotations appearing throughout the report are derived from returned Staff and Director questionnaires.

1 Demographic Characteristics

The Caring for a Living survey asked several questions about personal background to establish a demographic profile of child care staff in Canada. The characteristics examined included gender, age, marital status, offspring, living arrangements, residency in present community, and country of origin.

Ninety-eight per cent of staff in Canadian child care centres were female. The percentage did not vary significantly across the country, with the exception of the Yukon and the Northwest Territories, where males made up 10% of the staff. Fifty-eight per cent of staff were under 30 years old. Nova Scotia and the Northwest Territories, at 65%, had the highest proportion of staff under 30, while Quebec had the lowest proportion at 50%. There were relatively few staff in Canada over 50 years old. Nationally, 4% were over 50, ranging from 9% in Saskatchewan to 0% in the Yukon. Figure 1 shows the age breakdown for staff across Canada. The age distribution in each province and territory is shown in Table A1.

The living arrangements of staff varied across provinces/territories. Nationally, 37% of staff were single, with another 57% married or living with a partner. These figures contrast with those in the U.S. Child Care Staffing Study (Whitebook, 1989), where the majority of staff were single. British Columbia had 44% single staff, the highest in Canada, while Quebec and the Yukon were the lowest at 30%. Forty-one per cent of staff had children (of any age) living at home; the high was 51% in Quebec and the low was 33% in Nova Scotia. Table A2 shows the proportion for all provinces and territories.

Children from birth to 12 years old were present in the homes of 25% of staff, again highest in Quebec and lowest in Nova Scotia. Fourteen per cent of child care staff were the sole adult in the household. About 41% of these, 6% overall in Canada, had children at home. Provincial and territorial breakdowns are reported in Table A3.

Eighty-six per cent of staff were born in Canada. Nova Scotia had 97% Canadian-born staff, and Alberta had 80%; these were the national high and low. More than seven out of 10 staff had lived in their present community for more than five years; only 5% had been in their community for less than one year. Manitoba staff were in their communities the longest, while only 29% of Northwest Territories staff had been in the same community for over five years. Table A4 shows the proportion for all provinces and territories.

FIGURE 1
AGE DISTRIBUTION OF CHILD CARE STAFF: NATIONAL

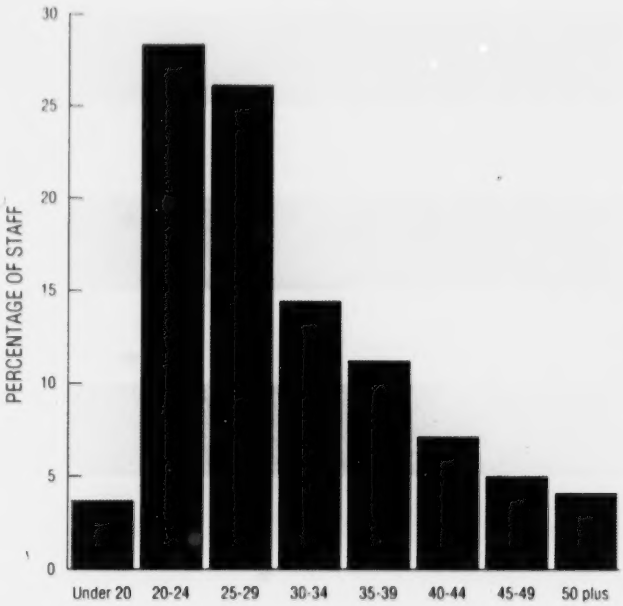


Table A1

Age Distribution of Child Care Staff, by Province/Territory

Province	Under 20	20-24	25-29	30-34	35-39	40-44	45-49	50 plus
British Columbia	2.4%	27.3%	24.6%	13.3%	9.9%	8.4%	6.4%	7.6%
Alberta	11.4	25.6	21.9	10.4	9.3	8.3	7.1	6.1
Saskatchewan	4.7	29.2	21.7	14.1	9.1	6.1	6.0	9.0
Manitoba	2.5	21.8	29.0	13.7	11.6	9.9	7.3	4.2
Ontario	1.6	33.0	28.4	14.4	10.6	5.1	3.2	3.7
Quebec	2.2	22.9	25.0	19.0	15.4	8.8	4.9	1.8
New Brunswick	4.6	30.3	24.7	14.2	8.8	6.1	7.7	3.6
Nova Scotia	3.4	30.3	31.4	10.4	6.9	7.2	6.0	4.3
P.E.I.	3.3	25.7	26.7	13.7	8.3	12.6	3.1	6.7
Newfoundland	1.4	37.8	22.3	8.1	8.5	13.5	3.8	4.8
Yukon	14.4	14.8	19.0	10.3	10.8	10.3	20.5	0.0
Northwest Territories	6.4	35.0	23.6	22.1	9.5	1.5	0.0	2.1
National	3.7%	28.3%	26.1%	14.4%	11.2%	7.1%	5.0%	4.1%

Table A2

Marital Status of Child Care Staff, by Province/Territory

Province	Single/ never married	Married/ common-law	Divorced/ separated	Widowed
British Columbia	43.5%	49.3%	6.6%	0.6%
Alberta	33.8	60.5	4.7	1.1
Saskatchewan	41.5	50.3	7.2	1.0
Manitoba	33.3	61.0	5.2	0.6
Ontario	40.3	55.2	4.2	0.3
Quebec	29.8	61.1	8.4	0.8
New Brunswick	39.4	55.2	3.9	1.6
Nova Scotia	40.9	51.8	5.3	2.0
P.E.I.	38.0	55.6	5.7	0.8
Newfoundland	37.8	58.6	2.4	1.2
Yukon	29.7	64.1	6.2	0.0
Northwest Territories	39.4	55.9	4.7	0.0
National	36.8%	57.1%	5.5%	0.6%

Table A3

Percentage of Staff with Children (of Various Ages) at Home, by Province/Territory

Province	Children any age	Children 0-6 years	Children 0-12 years
British Columbia	39.0%	9.7%	23.9%
Alberta	45.3	10.4	24.8
Saskatchewan	38.7	12.2	23.2
Manitoba	46.2	12.4	25.6
Ontario	34.8	12.8	23.0
Quebec	51.0	15.9	29.9
New Brunswick	40.9	11.4	22.9
Nova Scotia	33.4	12.7	20.1
P.E.I.	46.6	17.1	29.0
Newfoundland	38.8	10.6	21.9
Yukon	42.6	14.3	21.2
Northwest Territories	33.8	20.0	26.2
National	41.2%	12.8%	24.9%

Table A4

Length of Time Living in Present Community, by Province/Territory

Province	Under 1 year	1-2 years	3-5 years	Over 5 years
British Columbia	6.3%	11.7%	11.7%	70.3%
Alberta	5.4	9.7	20.9	64.0
Saskatchewan	3.9	9.4	12.8	73.9
Manitoba	1.8	6.4	10.6	81.2
Ontario	4.1	11.1	13.2	71.6
Quebec	3.9	8.1	15.7	72.3
New Brunswick	3.2	9.7	12.3	74.8
Nova Scotia	12.1	8.3	10.8	68.7
P.E.I.	6.1	11.4	14.2	68.3
Newfoundland	3.5	8.5	9.8	78.2
Yukon	24.9	17.2	12.9	45.0
Northwest Territories	29.5	28.4	12.9	29.3
National	4.7%	9.9%	14.7%	70.8%

2 Wages

Caring for a Living asked staff about income to determine average provincial, territorial, and national wages of child care employees. To provide more detailed analysis, income data was also cross tabulated with reported data on job position, age of respondent, household structure, centre auspice, union representation, centre size, and urban/rural location of centre.

Preparing the initial question about wages was problematic because wages are difficult to compare if not reported in a similar fashion. Some staff think about wages in terms of hourly pay; others in terms of monthly or annual salary. To account for these variances in the way staff are paid and report on wages, our question was divided into a number of components. The questionnaire first determined if a staff person knew her or his gross hourly wage. If this was not known, staff were asked to report gross monthly wage, their net monthly wage, and the number of hours they worked in a typical month. For those staff who reported gross annual wages, that wage was divided by their reported weekly hours of paid work.

A second complication in comparing wage data is the availability of salary enhancement and direct operating grants in some provinces. Please see Appendix B for a full description of these programs. In Ontario, some staff were unsure about whether or not to report the Direct Operating Grant (DOG) in their wage.

The proportion of Ontario staff who included the DOG when reporting their wages was estimated by reviewing the questionnaires and noting whether the responses explicitly mentioned the grant. Of the 21 staff who mentioned the grant, 13 indicated that the wages reported included the DOG.

As a follow up to the survey questionnaire, 20 child care staff who worked in non-profit centres in Ontario and who had participated in the original survey were randomly selected and contacted. This follow-up sample was asked whether or not Direct Operating Grant payments had been included in the calculation of their income as reported on the questionnaire. Fourteen of the 20 people contacted indicated that the wages reported included the DOG.

The self reports and results from the follow up telephone survey regarding inclusion of the DOG were remarkably consistent. On this basis, it was estimated that DOG income was not reported by approximately one-third of Ontario non-profit child care staff responding to the survey. For the purposes of comparing wages by auspice in Ontario, an estimate has been derived of average wages of Ontario non-profit child care staff, taking into account the estimated under reporting of the Direct Operating Grant.

"I know a few child care workers who liked what they were doing, but had to leave the profession for more money. They went to Sobey's (a grocery chain) to work as cashiers."

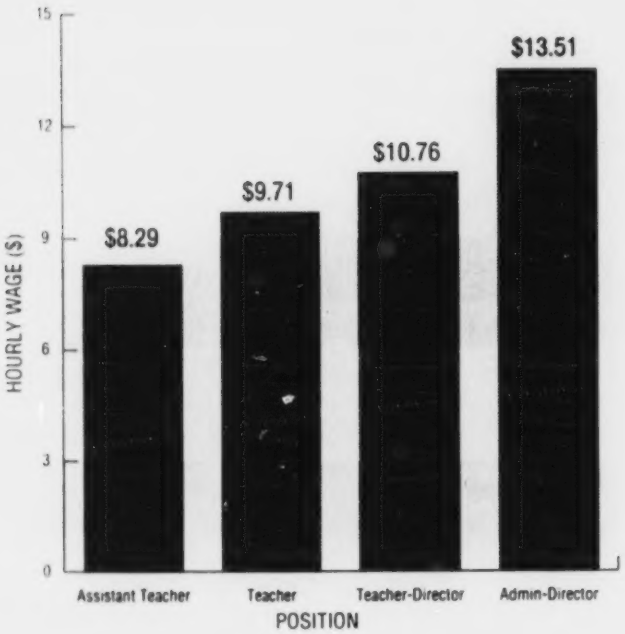
2.1 Overall Wages

Nationally, the average wage across all job positions was $9.60 per hour or $18,870 per annum.

The Bottom Line (Schom-Moffatt, 1984), a similar study conducted in 1984 on wages and working conditions of child care staff, found that the average wage across all positions at that time was $7.29 per hour.

Adjusting this figure for inflation yields an average wage in 1991 dollars of $10.05 per hour. Thus, in real terms, the average child care wage fell by 45 cents per hour or 4.5% over the past seven-year period.

FIGURE 2
HOURLY WAGE BY JOB POSITION



2.1.1 Wages and Job Position

Staff across the country have different job titles, depending on the province in which they work. To compensate for this, staff were provided with four definitions of jobs with somewhat generic titles. In this way, staff self-identified the category which best described their job. The following definitions were provided.

Assistant Teacher refers to someone under the supervision of a teacher.

Teacher or Supervisor refers to someone in charge of a group of children, often with staff supervisory responsibilities.

Teacher-Director or Head Supervisor refers to someone who works with children and also has administrative duties.

Administrative-Director refers to someone who has administrative duties only.

The study determined a positive correlation between job position and wages, with Assistant Teachers earning the least and Administrative-Directors earning the most. Figure 2 summarizes hourly wages by job position, while provincial breakdowns by position are shown in Table A5.

Nationally, the mean hourly wage for Assistant Teachers was $8.29, or $15,337 per annum. This ranged from a low of $5.57 per hour in Newfoundland to a high of $9.68 per hour in the Northwest Territories.

For Teachers, the mean hourly wage was $9.71, or $18,498 per annum. On a provincial/territorial basis, hourly wages ranged from a low of $6.03 in Newfoundland to a high of $11.51 in Ontario, followed by $11.34 in the Northwest Territories.

The mean hourly wage for Teacher-Directors was $10.76, or $20,498 per annum, ranging from $6.54 in Newfoundland to $12.54 in the Northwest Territories and $12.49 in Ontario.

Administrative-Directors earned an average of $13.51 per hour or $25,804 per annum. These wages ranged from $9.53 per hour in New Brunswick to $15.36 per hour in Manitoba and $17.81 per hour in the Northwest Territories.

Nationally, Teachers earned 17% more than Assistant Teachers; Teacher-Directors earned 11% more than Teachers; and Administrative-Directors earned 25% more than Teacher-Directors.

2.1.2 Wages and Auspice

The child care centres can be categorized by their auspice type or sponsorship. For the purposes of the study, centres where identified as "municipal", "non-profit", or

"commercial". Municipal centres are sponsored by municipalities, non-profit centres are sponsored by various non-profit groups (e.g., parents, churches, schools, colleges, corporations, government, and non-government agencies), and commercial centres are run as private businesses by individuals, partnerships, or corporations. Directors selected one of these three types during the telephone interview phase. All of the Directors were able to make this distinction without needing a formal definition of the three terms.

Auspice was a significant variable influencing wages, as shown in Figure 3. Staff in municipal centres, which existed in Alberta and Ontario only, were paid the highest wages, with an average wage across all positions $13.88 per hour.

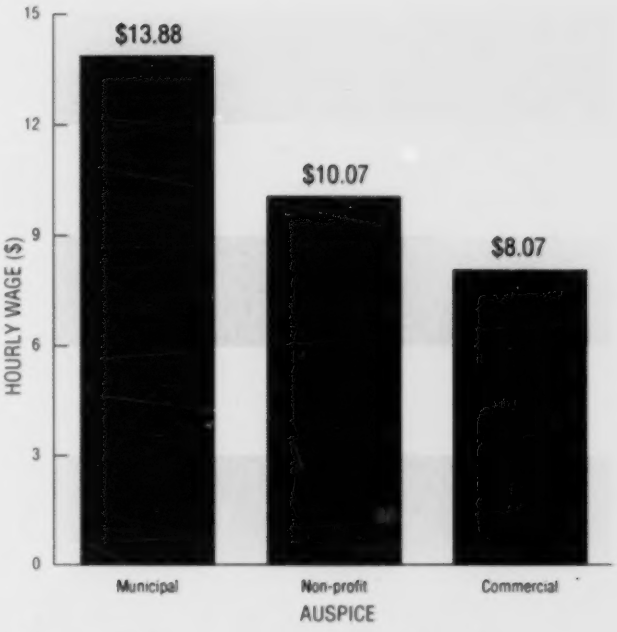
By comparison, staff in commercial centres were paid an average wage of $8.07 per hour, while staff in non-profit centres were paid $10.07 per hour.

On a percentage basis, staff in municipal centres received 37% higher wages than staff in non-profit centres and 72% more than staff in commercial centres. Staff in non-profit centres received 25% more than staff in commercial centres.

Staff in non-profit centres received higher average wages than staff in commercial centres in all provinces and territories with the exception of Prince Edward Island. The provincial/territorial data are reported in Table A6.

In some provinces/territories, the differences in wages paid to staff in non-profit centres versus commercial centres were more significant than the national averages. Staff in non-profit centres earned 30% more than staff in commercial centres in Alberta, 44% more in Nova Scotia, and 36% more in Quebec, as compared to the national average of 25%.

FIGURE 3
HOURLY WAGE BY AUSPICE TYPE



2.1.3 Wages and Union Status

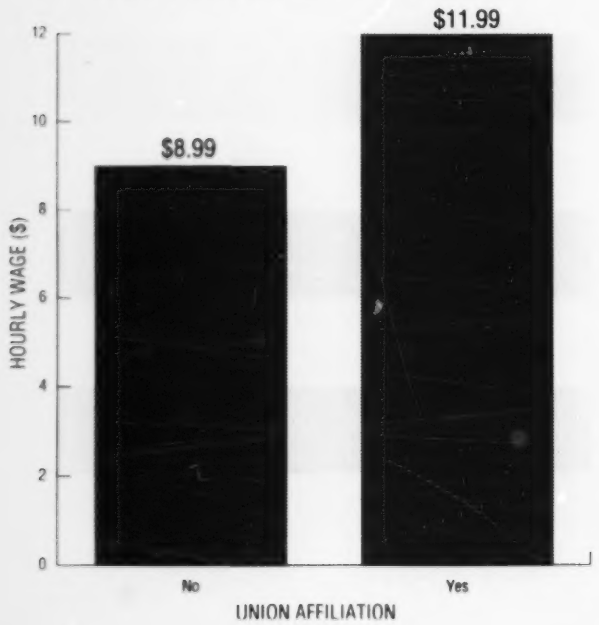
Union membership proved to be a complex variable to measure exactly, making interpretation difficult. Information on unionization was not available at the sampling stage, so a proportional sample of unionized and non-unionized centres could not be chosen. After the data were collected, an attempt was made to gather union information about all centres in Canada, so that this variable (like the auspice variable) could be properly weighted. This attempt was abandoned, due to conflicting and/or missing information about union affiliations of day care centres in Canada. For example, there were some centres at which both staff

and Directors identified an affiliation with a particular union, while the union itself had no record of this affiliation, and vice versa. There were other centres where Directors identified the staff as being non-unionized, while the staff stated the opposite. There were also many instances where staff with the same job position at the same centre disagreed about their union status.

To make the information as consistent as possible, staff at the same centre were coded as having the same union status (except Directors where appropriate), after checking on the true status of that centre. However, since no weighting procedure was used, the following results reflect the response biases of the staff.

Nationally, 20% of all staff in this survey were represented by a collective bargaining unit. The province with the highest rate of unionization was Quebec, where 30% of staff were unionized. In one province and the two territories (New Brunswick, Yukon Territory and the Northwest Territories), there were no unionized staff as of June, 1991. Unions representing child care workers included: Canadian Union of Public Employees, Children's Services Employees Union of B.C., Alberta Union of Public Employees, Calgary Board of Education Support Staff Association, Saskatchewan Government Employees Union, Service Employees International Union, Manitoba Government Employees Association, Association of Employees Supporting Education Services, United Steelworkers of America, Ontario Public Service Employees Union, Syndicat des Travailleuses et Travailleurs en Garderie, C.E.Q., Canadian Union of Service Educators and Allied Workers, Canadian Brotherhood of Railway, Transport, and General Workers and the Newfoundland Association of Public Employees.

FIGURE 4
HOURLY WAGE BY UNION AFFILIATION



Staff in municipal centres had the highest rate of unionization, at 61%, compared with staff in commercial centres, at 11%, and staff in non-profit centres, at 21%.

The rate of unionization in the general labour force in 1988 (the latest available data) was 30%. The unionization rate for women in the general labour force in 1988 was 25%. Staff in child care centres, then, have a lower rate of unionization than the general labour force and women in the general labour force.

Hourly wages by union status are shown in Figure 4. The average wage across all positions for staff not represented by a union was $8.99 per hour. For staff represented by a union, it was $11.98 per hour, or 33% more. The presence of a union was a greater influence on wages than was auspice of a centre.

The wage differential for staff in unionized centres compared with non-unionized centres in British Columbia, Alberta, and Nova Scotia was higher than the national average. Table A7 shows wages by union status for all provinces and territories.

2.1.4 Wages and Centre Size

No correlation could be found between mean wage and centre size. For centres with one to four staff, the average wage paid across all positions was $9.43 per hour. For centres with five to seven staff, the average wage was $8.90 per hour. For centres with eight to 10 staff, the wage was $9.66 per hour, and for centres with 11 or more staff, the wage was $9.91 per hour.

2.1.5 Wages and Urban/Rural Location

Wages were also determined separately for rural and urban centres. A rural location was defined as a town or city with a population under 10,000. Postal codes were used to determine rural/urban split. Staff in centres in urban locations were paid more than staff in centres in rural locations in all provinces and territories with the exception of Prince Edward Island.

On a national basis, staff in rural centres earned $7.93 per hour compared with $9.90 per hour, or 25% more, for staff in urban centres.

2.2 External Wage Comparisons

2.2.1 Wage Comparisons to Other Jobs

The Bottom Line (Schom-Moffatt, 1984) compared child care wages to the wages received by zoo keepers and farm workers. At that time, zoo keepers were earning 30% more than child care workers.

Child care staff in 1991 received 30% less than the average industrial wage for men and women — $13.57 as reported by Statistics Canada. Compared with employees in the service sector as a whole, child care wages were 20% lower. Warehouse workers made an average hourly wage 58% higher than that of child care staff.

Elementary school teachers are another group of professionals to whom we entrust the care and development of young children. When the average salary of experienced child care teachers is compared with the starting salaries of public school teachers, there is really "no comparison".

The salary difference ranges from two-thirds higher for starting school teachers in Quebec, Prince Edward Island, and Manitoba, to more than double the average child care teacher's salary for starting school teachers in New Brunswick, Yukon Territory, and Alberta. The only province registering a difference smaller than 66% was Ontario, where school teachers start at a salary 30% higher than the average child care teacher.

The child care teachers in the above comparison have an average of three years' experience. Figures for average school teachers' salaries are not available. They would show an even greater difference over child care teachers' salaries because school teachers can expect their salary to increase through a series of eight to 14 annual steps to a maximum salary 50% to 75% higher than their starting salary.

It would be unwise to compare the wage results of this study to the findings of the U.S. National Child Care Staffing Study (Whitebook, Howes, and Phillips, 1989). The American study was based on a non-random sample of centres in five U.S. cities.

As well, the overall structure of child care systems in the U.S. is quite different from Canada. A meaningful comparison is not simply a matter of taking their 1989 average of US$5.35 and correcting for inflation and currency exchange rates.

FIGURE 5
ANNUAL WAGE FOR FULL-TIME WORKERS: CHILD CARE STAFF VERSUS GENERAL LABOUR FORCE

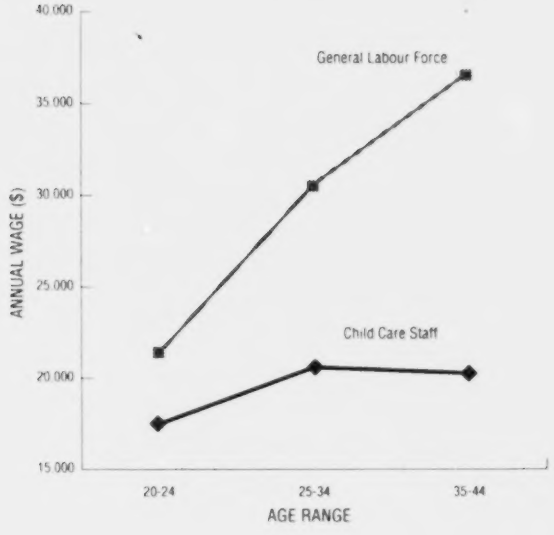


Table 6
Determination of Wage Increases, Overall and by Auspice

Mechanism for increase	Municipal	Non-profit	Commercial	Overall
Anniversary of hiring	**81**	**42**	**32**	**41**
On-the-job experience	10	22	15	19
More education or training	**11**	**20**	**23**	**20**
Job performance	23	16	21	19
Cost of living	**44**	**37**	**16**	**30**
Union or staff group negotiations	62	23	11	21
Individual negotiations	**3**	**6**	**11**	**8**
Decision by owner or Director	6	11	40	22
Written pay scales	**27**	**28**	**10**	**21**
Recommendation by Board of Directors	5	30	1	18
Don't know	**2**	**10**	**15**	**11**
Increases are unpredictable	3	13	20	15
Other	**4**	**7**	**10**	**8**

Comparison to Poverty Lines

Full-time child care employees worked an average of 36.3 hours per week. Based on average hourly wages and average work hours, the average annual salary for child care staff positions can be estimated to range from $15,337 for Assistant Teachers, $18,498 for Teachers, and $20,498 for Teacher-Directors, to $25,804 for Administrative-Directors.

Statistics Canada and the Canadian Council on Social Development (CCSD) have established a definition of poverty based on average family income as reported by Statistics Canada. The CCSD definition has fewer breakdowns and is thus easier to use for comparison purposes. Adjusted for inflation, the poverty level for a family of two in 1991 was $21,801. According to this benchmark, the average salary of a child care Teacher would be $3,228 below the poverty line for a two-person family.

The majority of child care staff are not sole supporting adults in multiperson households. However, an analysis of the wage levels of those child care staff in our study who are sole supporters is alarming. Three out of four of the 79 respondents who are sole wage earners in a household with one or more children earn less than the CCSD poverty line for their household size.

2.2.2 Comparative Earnings by Age Group

One straightforward index of career advancement opportunities is the increase in income that occurs with advancing age. In the full-time labour force as a whole, the average annual earnings of 25- to 34-year-olds in 1987 was 43% higher than the average for 20- to 24-year-olds. For full-time child care staff, the difference in

earnings between 20- to 24-year-olds and 25- to 34-year-olds amounted to only 18%. Thirty-five- to 44-year-olds in the labour force as a whole earned 20% more than 25- to 34-year-olds. However, for child care staff in this age bracket, wages are static. These trends are summarized in Figure 5.

Not only do wages increase at a much reduced rate, they also become static just at the time when, traditionally, staff are incurring additional expenses related to having their own children, buying and furnishing homes, and so on. This may account for the high number of child care staff in the 20- to 29-year-old age group, and the reduction in staff over the age of 30.

2.3 Determination of Wage Increases

Nationally and provincially, wage increases are determined in a variety of ways. Table 6 shows the proportion of staff for whom each of these ways applies. Multiple responses were allowed and represent both how a wage increase was given, as well as when. Provincial and territorial breakdowns are shown in Table A8. Nationally, 41% of staff received wage increases on the "anniversary of hiring". This ranged from a low of 18% in Newfoundland to a high of 61% in Manitoba.

"Cost of living increases" accounted for wage increases for 30% of staff nationally. However, no staff in the Yukon received cost of living increases. In Ontario, 42% of staff received cost of living increases.

"On-the-job experience" and "more education or training" accounted for 19% and 20% respectively of reasons for staff wage increases.

Only 8% of staff negotiated individual wage increases, although this figure rose to 24% in the Northwest Territories.

Twenty-one per cent of staff cited "union or staff group negotiations" as the method for determining wage increases.

For 22% of staff, the owner or Director determined wage increases, while 18% of staff wages were determined by a Board of Directors. One in nine staff said they didn't know how wage increases were determined.

On a position-by-position basis, there were differences in the way wage increases were determined. Assistant Teachers, at 34%, received wage increases on the anniversary of hiring at a rate lower than the national average across all provinces. For this group of workers, on-the-job experience was a more significant variable, at 27%.

Teacher-Directors were most likely of all positions to have wage increases determined by the owner and/or Director of the centre. For other methods of determining wage increases, this group did not differ significantly from overall trends.

For Administrative-Directors, compared with other job positions, wage increases were more likely to be determined on the basis of cost of living, written pay scales, job performance, more education or training, and the recommendation of the Board of Directors. And not surprisingly, all Administrative-Directors knew how wage increases were determined.

On an auspice basis, there were variations in the methods of wage increases, as Table 6 shows. In municipal centres, eight out of 10 staff cited anniversary of hiring as a method for determining wage increases. Cost of living was cited by 44% of staff in municipal

centres, while 62% cited negotiation with a staff group or union.

The three most likely determinants of wage increases for staff in commercial centres were: the decision of the owner and/or Director; on the anniversary of hiring; and on completion of more education or training. The percentages for the top three were 40%, 32%, and 23%, respectively. Union or staff group negotiation was cited by only 11% of staff, less than half of the percentage for those in non-profit centres.

Non-profit centre staff cited anniversary of hiring at 42%, cost of living at 37%, and recommendation of the Board of Directors at 30%. Union or staff group negotiation was a method of increasing wages for 23% of staff.

Table A5

Hourly Wage by Position, by Province/Territory

Province	Assistant Teacher	Teacher	Teacher-Director	Admin-Director
British Columbia	$7.85	$8.94	$10.14	$12.73
Alberta	6.23	6.76	8.14	10.45
Saskatchewan	6.59	7.52	9.42	12.52
Manitoba	8.60	9.29	12.25	15.36
Ontario	8.84	11.51	12.49	14.78
Quebec	8.69	10.25	9.93	13.41
New Brunswick	6.03	6.19	7.49	9.53
Nova Scotia	6.22	7.64	9.31	12.53
P.E.I.	7.29	7.25	9.40	—
Newfoundland	5.57	6.03	6.54	13.57
Yukon	8.44	9.58	11.13	14.59
Northwest Territories	9.68	11.34	12.54	17.81
National	$8.29	$9.71	$10.76	$13.51

Table A6

Hourly Wage by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial
British Columbia	—	$9.62	$8.21
Alberta	$10.37	8.25	6.37
Saskatchewan	—	7.94	—
Manitoba	—	9.99	8.01
Ontario	14.17	10.98	10.62
Quebec	—	10.04	7.36
New Brunswick	—	6.87	6.13
Nova Scotia	—	9.31	6.47
P.E.I.	—	7.02	8.18
Newfoundland	—	7.25	5.78
Yukon	—	9.75	—
Northwest Territories	—	11.80	—
National	$13.88	$10.07	$8.07

Table A7

Hourly Wage by Unionization and Percentage of Unionized Staff, by Province/Territory

Province	Unionized: No	Unionized: Yes	% unionized staff
British Columbia	$8.99	$12.06	11.2%
Alberta	6.80	12.79	2.6
Saskatchewan	7.95	7.89	19.0
Manitoba	9.72	11.22	8.2
Ontario	10.83	12.79	27.9
Quebec	8.65	10.82	30.2
New Brunswick	6.50	0.0	0.0
Nova Scotia	7.74	10.75	7.8
P.E.I.	7.74	0.0	*
Newfoundland	6.20	0.0	*
Yukon	9.75	0.0	0.0
Northwest Territories	11.80	0.0	0.00
National	$8.99	$11.99	17.7%

* *No unionized staff responded to the survey.*

Table A8

Wage Increase Mechanisms, by Province/Territory

Mechanism	Province: BC	AB	SK	MN	ON	PQ	NB	NS	PE	NF	YT	NT	NAT
Anniversary of hiring	33%	30%	57%	61%	51%	29%	20%	36%	43%	18%	24%	54%	41%
On-the-job experience	14	19	10	12	12	36	17	17	17	4	29	17	19
More education or training	17	34	19	28	14	21	15	21	27	8	44	31	20
Job performance	16	28	11	19	22	5	19	26	21	10	23	39	19
Cost of living	17	9	18	36	42	27	13	37	41	8	0	25	30
Union/staff group negotiations	20	4	20	14	28	29	1	12	2	0	2	11	21
Individual negotiations	9	10	5	7	6	9	12	5	10	9	8	24	8
Decision by owner or Director	25	42	6	15	14	19	27	36	34	39	15	18	22
Written pay scales	11	12	21	39	21	31	10	20	4	2	13	16	21
Recommendation by Board of Directors	23	13	41	32	17	15	24	17	12	16	16	29	18
Don't know	15	15	9	9	9	8	20	17	13	23	24	9	11
Increases are unpredictable	23	26	19	15	11	7	23	20	28	35	18	2	15
Other	13	8	6	6	5	10	9	6	9	10	10	4	8

3 Education

Staff were asked to report the highest educational level attained; any specialized coursework or training in child care, early childhood education, or child development; any current enrolment in an educational program; and professional development activities participated in during the 12 months prior to the time of the survey. Data on educational attainment and participation was cross tabulated with information on the respondent's position, auspice of centre, urban/rural location of centre, and wage.

Requirements for educational certification of child care staff vary extensively across the provinces/territories. New Brunswick, the Yukon, and the Northwest Territories have no formal educational certification requirements for staff, although the Northwest Territories regulations "encourage training".

Saskatchewan requires that one person in the centre, either the centre supervisor or the person directly responsible for programming and supervision, possesses a child care certificate.* Similarly, Newfoundland requires that one group supervisor be on site who has completed a one- or two-year early childhood program and has at least one year of experience.

All other provinces/territories employ a formula for determining the number of staff who are required to have a specified post-secondary credential.

Alberta's requirements for educational certification have recently come into effect, and apply only to centres which have opened since September 1991. For existing centres, the regulations will be phased in by 1995. These regulations call for a full-time program Director who holds a level three qualification certificate indicating either completion of a two-year diploma program in early childhood education or completion of a one-year program and five years of relevant experience.

Nova Scotia and Manitoba each require that two-thirds of staff be graduates of either a one- or two-year early childhood education program. Nova Scotia further requires that the centre Director be an ECE graduate. Some Nova Scotia Directors whose positions predate the regulations can remain as directors without this ECE credential, as long as they have two years of experience and have taken a 60-hour basic training course.

Quebec's regulations stipulate that one-third of staff must have either a college diploma or certificate in day care science; specialized diploma courses in early childhood education; or a university degree in an appropriate field.

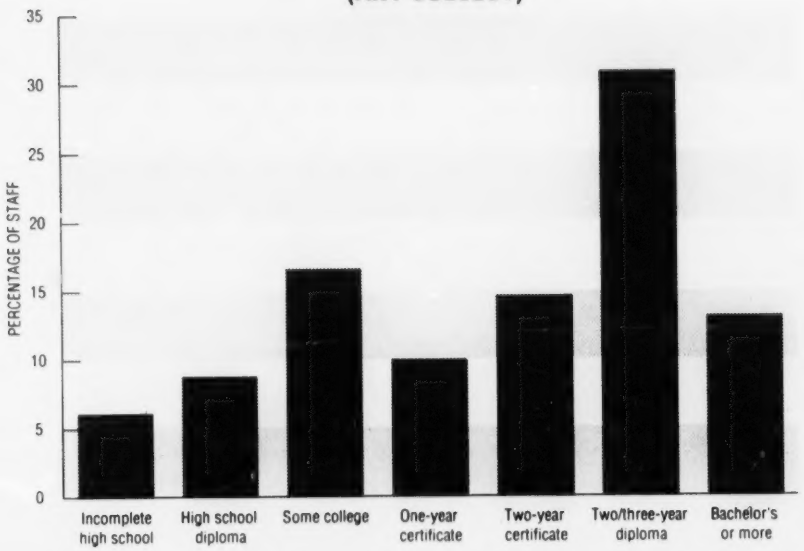
The number of formally qualified staff required by Ontario and British Columbia varies according to group size. In British Columbia, one early childhood educator who has completed a basic early childhood education training program is required for each group of children. However, as group size increases, additional staffing requirements may be filled by assistants with lesser credentials. Similarly, in Ontario, one person in each group must have a diploma in early childhood education.

Prince Edward Island requires that the supervisor of the centre and, for centres having additional staff, one program staff member have formal qualification. The certification requirements for the supervisor

> *"I wonder when the government is going to make it compulsory that everyone take a course in child care. There is a lack of coherence between those who have and haven't done the training. This affects the well-being of the child and the properly trained teacher.'*

* *This regulation has changed since data collection. The regulation currently states: "A minimum of a certificate in child care or education or training equivalent to a certificate by July 1, 1993."*

FIGURE 6
HIGHEST EDUCATIONAL ATTAINMENT
(ANY SUBJECT)



are more stringent than those for the qualified program staff member. Qualifications for either position require various combinations of experience, basic early childhood education training, and extension course work.

3.1. Qualifications — Overall and ECE-related

Figure 6 shows the highest educational attainment for staff across Canada; provincial/territorial breakdowns can be found in Table A9. Sixty-eight per cent of child care staff had a post-secondary credential, compared with 41% of employed workers in the general labour force. Post-secondary credentials included a certificate, diploma, or university degree in some area of study.

Of those staff with post-secondary credentials, 27% held a one- or two-year ECE certificate, 31% held a one- or two-year ECE diploma, and 7% held an ECE bachelor's degree.

The province with the highest percentage of staff with some paper qualification (i.e., a college/university certificate, diploma, or degree) was Ontario at 85%, followed by Nova Scotia at 79%. Alberta, at 38%, and the Yukon, at 42%, had the lowest percentage of staff with some paper qualification.

These same patterns were essentially repeated for staff with ECE-related paper qualifications, with Ontario at 77% followed by Nova Scotia at 64%. The Yukon was at 21% and Alberta was at 28%.

With respect to specific paper qualifications, staff in British Columbia and Manitoba were most likely to have an ECE-related certificate, while staff in Ontario and Quebec were most likely to have an ECE diploma. Nova Scotia, at 19%, and Newfoundland, at 14%, had the highest population of staff with ECE-related bachelor's degrees. Provincial and territorial breakdowns can be found in Table A10.

It is difficult to compare these findings directly with provincial requirements for

educational certification. However, some preliminary observations can be made.

A correlation exists between those provinces that require the most staff to have certificates and/or diplomas in ECE and those provinces with the highest percentage of staff with post-secondary credentials. The Yukon and Alberta, for example, where no training was required, had the lowest percentage of staff with educational credentials. Nova Scotia had some of the most stringent requirements for education and was a province with one of the highest percentages of trained staff.

Table 7 shows that educational qualifications were a function of job position, with a correlation between seniority of position and education. Only 48% of Assistant Teachers had any paper qualification, compared with 73% of Teachers, 86% of Teacher-Directors, and 85% of Administrative-Directors. The corresponding percentages for those with any ECE-related paper qualifications were 34% for Assistant Teachers, 64% for Teachers, 77% for Teacher-Directors, and 67% for Administrative-Directors.

The differences between the ECE-related educational background of Teacher-Directors and Administrative-Directors most likely related to their job descriptions. Teacher-Directors were actively involved with children a daily basis, while Administrative-Directors managed staff and the administrative duties of running a centre. They did not work directly with children. Because of this, it is possible that educational training that is unrelated to ECE may also be appropriate to their job description.

Educational qualifications were related to centre auspice, as shown in Table 8. Fifty-seven per cent of staff in commercial centres had some post-secondary qualifications, while

Table 7

Highest Educational Attainment (any Subject Area), by Position

Highest attainment	Assistant Teacher	Teacher	Teacher-Director	Admin-Director
Incomplete high school	11.9%	4.5%	2.5%	1.0%
High school diploma	14.7	7.4	3.6	3.0
Some college	25.1	14.8	7.8	11.1
One-year certificate	9.0	9.8	14.9	2.6
Two-year certificate	7.2	17.3	19.6	11.8
Two/three-year diploma	21.8	32.8	39.4	39.7
Bachelor's degree or more	10.3	13.4	12.2	30.8

Table 8

Highest Educational Attainment (any Subject Area), by Auspice

Highest attainment	Municipal	Non-profit	Commercial
Incomplete high school	1.5%	6.1%	7.0%
High school diploma	2.1	7.4	12.1
Some college	8.1	13.0	23.5
One-year certificate	2.0	9.3	12.4
Two-year certificate	25.6	13.5	14.4
Two/three-year diploma	48.2	34.5	22.3
Bachelor's degree or more	12.4	16.3	8.3

Table 9

Highest Educational Attainment (any Subject), by Rural/Urban Location

Highest attainment	Rural	Urban
Less than high school	13.4	4.8
High school diploma	19.8	6.7
Some college	28.6	14.3
One-year certificate	11.4	9.7
Two-year certificate	7.4	16.0
Two/three-year diploma	17.2	33.5
Bachelor's degree or more	2.1	15.1

73% of staff in non-profit centres and 88% of staff in municipal centres had some paper qualifications. ECE-related post-secondary qualifications had been attained by 48% of commercial centre staff, 61% of non-profit centre staff, and 85% of municipal centre staff.

Staff working in centres in rural locations had fewer paper qualifications than staff working in urban centres. Sixty-two per

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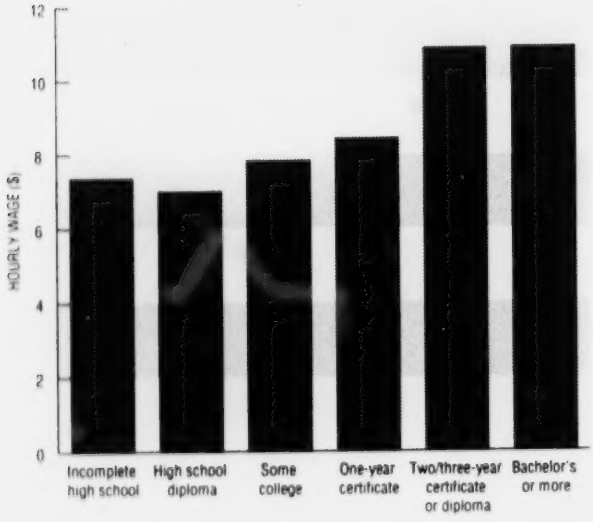
cent of staff in rural locations had no paper qualifications, more than twice the percentage of staff in urban locations. Table 9 shows educational qualifications by rural/urban location.

3.2 Relationship Between Education and Wage

Generally, a positive relationship existed between higher wages and more education. This is demonstrated in Figure 7. On a national basis, those staff with a high school diploma earned $7.00 per hour, while staff with a one-year certificate earned $8.44 per hour and staff with a two- to three-year certificate or diploma earned $10.89 per hour. Staff with a degree earned the same as staff with a two- to three-year certificate or diploma. Staff who had not completed high school earned slightly more than staff who did complete high school. A possible explanation for this is that those not completing high school have been at their centres an average of 4.4 years, compared with 3.1 years for those completing high school.

Staff with a two- to three-year diploma or certificate earned 29% more than staff with a one-year certificate and 56% more than staff with a high school diploma.

FIGURE 7
HOURLY WAGE BY HIGHEST EDUCATIONAL ATTAINMENT



3.3 ECE Coursework/Training in Addition to Formal Education

Staff were asked to describe specialized coursework or training in child care, early childhood education, or child development which they had taken *in addition* to their formal education. "Formal education" is defined as post-secondary coursework leading to at least a one-year certificate.

On a national basis, 36% of staff had taken additional general ECE-related courses, 30% had taken first aid courses, 10% had taken courses related to creative expression (such as music and drama), 8% had taken behaviour management courses, and 7% had taken courses in special needs.

Courses varied between provinces. For example, in British Columbia, 17% of staff had taken special needs courses, 9% had taken child abuse prevention courses, and 8% had taken sign language courses. In Saskatchewan, 76% of staff had taken ECE-related courses, mostly the 42-hour basic training credential, which was mandatory in the province at the time of the survey. One in three staff in Ontario had taken first aid courses and one in 10 had taken a sign language course. In New Brunswick, 12% of staff had taken communication courses. In Prince Edward Island, one out of five staff people had taken a special needs course.

On a national basis, one out of two staff had taken informal training. These numbers were fairly evenly distributed across all provinces.

There were differences in additional training for staff by their positions. Forty-seven per cent of Assistant Teachers had taken specialized coursework or training in child care, early childhood education or child development. However, these figures were unevenly distributed across the provinces/territories, with only 14% of Assistant Teachers in Alberta having taken additional training, 24% in the Yukon, and 31% in Newfoundland. Sixty-seven per cent of Assistant Teachers in Saskatchewan had taken informal training. The old mandatory 42-hour basic ECE training course accounts for much of this high proportion in Saskatchewan.

For Teachers, 51% had taken specialized coursework or training. The percentage rose to 54% for Teacher-Directors, and dropped to 49% for Administrative-Directors.

Staff in municipal centres were most likely to have taken informal ECE-related training. Fifty-eight per cent reported such training, compared with 51% for non-profit centre staff and 48% for staff in commercial centres. In Prince Edward Island, the opposite trend was observed; 58% of commercial centre staff reported informal training, compared with 34% of staff in non-profit centres.

3.4 Current Educational Enrolment

Across Canada, 28% of staff were enrolled in an educational program. At the time of the survey, little variation existed across provinces/territories, with the exception of the Yukon, where 41% of staff were currently enrolled. Of the 28% of staff in educational programs, 35% were working towards a certificate, 25% towards a diploma, and 22% towards a degree. Seventeen per cent stated they were not working towards a specific credential. Table A11 shows provincial and territorial percentages.

"... children do not care if you know the ABCs, but they will care if you have the 'magic' in sharing your knowledge. Improving our child to staff ratio would enable us to work more at improving this 'magic'."

Nationally, Assistant Teachers were more likely than staff in other positions to be currently enrolled in an educational program. Thirty-eight per cent of Assistant Teachers were attending school, compared with 24% of Teachers, 25% of Teacher-Directors, and 29% of Administrative-Directors. However, this trend was not consistent in all provinces. While educational enrolment in British Columbia was highest for Assistant Teachers and declined steadily with each higher position, the opposite trend was true in Nova Scotia, with Administrative-Directors most likely to be enrolled. In the Yukon, Teachers were those most likely to be in an educational program, while in New Brunswick, this was true for Teacher-Directors.

Thirty-two per cent of staff working in municipal centres were enrolled in an educational program. Thirty per cent of staff in commercial centres were enrolled, ranging from a high of 53% in Quebec to a low of 21% in Manitoba. Twenty-six per cent of staff in non-profit centres were enrolled in an educational program, with 41% of staff in the Yukon enrolled. Refer to Table A12 for provincial and territorial breakdowns.

3.5 Requirement for Enrolment in an Educational Program

Nationally, 34% of staff required the educational program in which they were enrolled to keep their current job. Provincially, this ranged from 56% in Prince Edward Island, to 17% in Newfoundland. Auspice influenced the requirement for educational enrolment. Forty-two per cent of commercial centre staff needed the program to keep their job, compared with 32% of non-profit staff and only 8% of municipal staff. Job position was also related to the requirement for enrolment. Forty-five per cent of Assistant Teachers were in the program to keep their current job, compared with 31% of Teachers, 22% of Teacher-Directors, and 3% of Administrative-Directors.

3.6 Attendance at Professional Development Activities

Figure 8 shows that over the 12-month period preceding the questionnaire, 36% of staff had attended a conference, 55% had attended a workshop, 6% had attended a non-credit course, 20% had attended a credit course, 15% had attended an in-service training, 56% had attended a first aid course, and 10% had attended other professional development activities. Only 13% had not attended any professional development activity in the previous 12-month period. The province where the greatest proportion of staff had at least some professional development was Manitoba, at 96% of staff; the lowest was Alberta, at 77% of staff. Table A13 reports provincial and territorial percentages.

Table 10 shows that with the exception of Teacher-Directors, whose attendance at professional development activities was 92%, Assistant Teachers, Teachers, and Administrative-Directors had a similar rate of attendance at professional development activities of 86-87%.

Table 11 shows that staff working in municipal centres attended professional development activities most frequently at 95%, followed by staff in non-profit centres at 89%, and staff in commercial centres at 81%.

FIGURE 8
PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE PAST 12 MONTHS

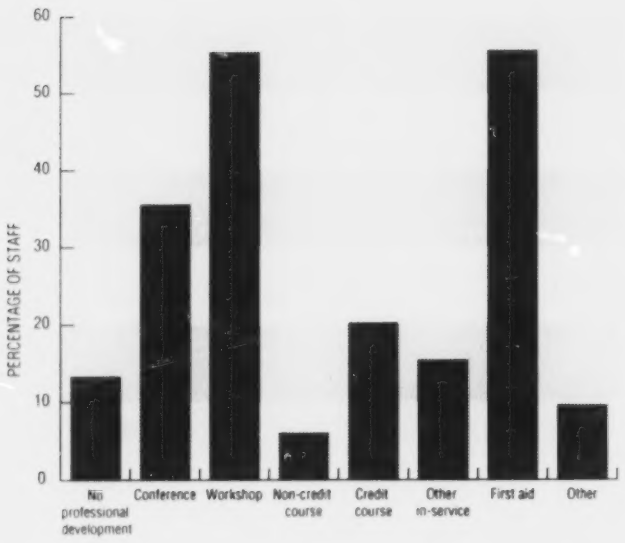


Table 10

Professional Development Activities in the Previous 12 Months, by Position

Professional development activity	Assistant Teacher	Teacher	Teacher-Director	Admin-Director
No professional development	13.2	14.5	7.8	13.5
Conference	**27.1**	**34.3**	**50.4**	**63.9**
Workshop	48.7	53.6	72.3	72.5
Non-credit course	**3.8**	**5.9**	**9.8**	**9.4**
Credit course	19.4	20.6	19.3	22.6
Other in-service training	**9.9**	**13.4**	**28.6**	**38.8**
First aid	58.9	53.7	60.4	44.0
Other	**8.0**	**10.1**	**11.3**	**8.6**

Table 11

Professional Development Activities in the Previous 12 Months, by Auspice

Professional development activity	Municipal	Non-profit	Commercial
No professional development	4.9	10.8	18.6
Conference	**41.9**	**41.4**	**25.4**
Workshop	69.9	62.6	41.7
Non-credit course	**6.3**	**5.5**	**6.6**
Credit course	21.1	19.5	21.0
Other in-service training	**35.7**	**16.1**	**10.4**
First aid	60.2	54.8	55.9
Other	**13.5**	**9.3**	**9.4**

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Table A9

Highest Educational Attainment (Any Subject), by Province/Territory

Province	H. school incomplete	H. school diploma	Some college	One-year certificate	Two-year certificate	College diploma	Bachelor's or more
British Columbia	3.4%	5.8%	19.9%	34.2%	16.0%	12.5%	8.2%
Alberta	14.8	20.1	26.9	14.6	6.4	11.1	6.1
Saskatchewan	11.0	21.3	18.5	19.2	6.0	12.7	11.3
Manitoba	5.6	11.1	20.5	11.0	11.0	19.5	21.3
Ontario	1.3	3.0	10.6	3.7	22.5	43.8	15.1
Quebec	8.5	7.4	18.8	6.3	7.7	38.8	12.4
New Brunswick	9.5	22.7	18.3	26.6	7.4	2.9	12.5
Nova Scotia	3.5	10.0	8.0	13.0	22.2	17.1	26.1
P.E.I.	5.3	11.4	14.0	12.9	22.0	18.1	16.3
Newfoundland	6.5	23.4	6.7	17.0	11.1	15.2	20.2
Yukon	22.6	18.0	17.5	6.6	0.0	13.9	21.4
Northwest Territories	18.5	13.1	9.3	28.6	3.9	22.7	3.9
National	6.1%	8.8%	16.6%	10.0%	14.6%	30.9%	13.1%

Table A10

Early Childhood Education-related Credentials, by Province/Territory

Province	Any ECE-related credential	ECE-related certificate	ECE-related diploma	ECE-related bachelor's
British Columbia	63%	54%	15%	3%
Alberta	28	16	13	3
Saskatchewan	34	21	13	4
Manitoba	50	32	23	10
Ontario	79	26	50	7
Quebec	50	29	24	7
New Brunswick	39	28	7	8
Nova Scotia	64	29	21	19
P.E.I.	46	31	13	4
Newfoundland	44	20	15	14
Yukon	21	7	12	5
Northwest Territories	52	30	21	0
National	58%	27%	31%	7%

Table A11

Current Educational Enrolment, by Province/Territory

	Percentage of staff enrolled	End result of program		
		Certificate	Diploma	Degree
British Columbia	32%	47%	14%	19%
Alberta	24	16	24	31
Saskatchewan	31	28	21	40
Manitoba	26	46	17	26
Ontario	28	22	35	26
Quebec	32	60	15	10
New Brunswick	28	45	29	16
Nova Scotia	23	21	11	36
P.E.I.	30	48	6	18
Newfoundland	29	16	30	29
Yukon	41	36	34	15
Northwest Territories	24	67	21	0
National	28%	35%	25%	22%

Table A12

Current Educational Enrolment by Auspice, by Province/Territory

	Percentage of staff enrolled		
Province	Municipal	Non-profit	Commercial
British Columbia	—	29%	35%
Alberta	23%	24	24
Saskatchewan	—	31	—
Manitoba	—	26	21
Ontario	33	28	23
Quebec	—	24	53
New Brunswick	—	25	32
Nova Scotia	—	15	30
P.E.I.	—	35	26
Newfoundland	—	29	29
Yukon	—	41	—
Northwest Territories	—	24	—
National	32%	26%	30%

Table A13

Professional Development Activities, by Province/Territory

Activity	BC	AB	SK	MN	ON	PQ	NB	NS	PE	NF	YT	NT	NAT
None	10%	23%	14%	4%	12%	11%	16%	14%	9%	16%	22%	19%	13%
Conference	34	23	50	48	38	36	40	39	46	33	44	35	36
Workshop	57	32	62	63	64	54	45	59	72	56	62	58	55
Non-credit course	12	8	4	7	5	4	3	9	10	4	9	4	6
Credit course	20	24	20	19	21	18	16	12	28	26	28	27	20
Other in-service	12	11	22	13	18	15	14	12	13	15	40	24	15
First aid	63	53	41	72	51	62	55	61	61	45	51	36	56
Other	8	3	6	15	13	9	10	5	8	3	0	10	10

4 Child Care Experience

Several questions were asked in the staff questionnaire regarding child care work experience and job status. Items explored included:

- full- and part-time status;
- number of years working in the field;
- number of years in the present centre;
- number of years at present position; and
- advancement within the centre.

Information from these questions was cross tabulated with auspice and position data. This information is valuable for the detailed analysis of the wage and working condition data as well as providing a profile of employment structure in the field.

4.1 Work Status

Eighty-three per cent of staff worked on a full-time basis, while 12% worked on a part-time basis, and 3% worked on a substitute or casual basis. The percentage of staff working part time was highest in Newfoundland, at 25%; British Columbia, at 22%, was another province with a relatively high proportion of part-time staff. Table A14 shows the work status for staff in all provinces and territories.

Work status varied according to job position. Only 71% of Assistant Teachers worked on a full-time basis, compared with 86% of Teachers, 95% of Teacher-Directors and 93% of Administrative-Directors. In Nova Scotia, Saskatchewan, and Newfoundland, half or fewer of the Assistant Teachers worked full time. On a national basis, 10% of Teachers worked part time, but this figure rose to over 25% for British Columbia and Newfoundland. Part-time Administrative-Directors were most likely to be found in British Columbia and Ontario, where the proportion of part-time staff was 15% and 10%, respectively.

For some provinces, work status was related to centre auspice. For example, 94% of municipal centre staff in Ontario worked full time, comaped with 87% of non-profit centre staff and 83% of commercial centre staff. In Quebec, 96% of commercial centre staff worked full time, compared with 77% of non-profit centre staff.

"High quality child care is desperately needed in our society. If children are not cared for properly, our future is bleak. Caring for children is a very important job."

4.2 Years in the Field

Staff were asked to indicate the number of years working in the child care field, where "working" was defined as 10 or more hours per week, either paid or unpaid. Nationally, 47% of staff reported working for over five years, with another 32% of staff with three years' or less experience in the field. Newfoundland had the staff with the least amount of experience in the field, while Manitoba had the most experienced staff. Table A15 reports years in the field for each of the provinces and territories.

4.2.1 Years in the Field by Position

Forty-six per cent of Assistant Teachers had worked three years or less, while 35% had worked more than five years. This compared with 46% of Teachers who had worked five years or more, with 20% working over 10 years. For Teacher-Directors, 70% had worked five years or more and one-third had worked more than 10 years. This rate rose to 76% for Administrative-Directors who had worked five years or more, with 40% working more than 10 years.

"I feel it is time all children in Canada receive our help. Give child care workers a chance at a career, not just a job, and help Canada's children be the best they can be."

4.2.2 Years in the Field by Auspice

Fifty-seven per cent of staff working in municipal centres had worked for over five years, with 30% working over 10 years. For staff in non-profit centres, 49% had worked in the field for five years or more, with 21% working 10 years or more. For staff in commercial centres, 43% had five years or more experience in the field, with 19% working 10 years or more.

4.3 Years in the Centre

Nationally, the mean number of years worked in the centre was 3.4. One out of four staff had worked in their current centre less than one year. Thirty-seven per cent had worked in their centre three years or more, with almost one in eight staff working in their centre between five and 10 years.

These figures differed across provinces/territories with 61% of staff in the Northwest Territories working for under one year in their current centre and 31% of staff in both Saskatchewan and Quebec working for over five years. Breakdowns by province and territory are shown in Table A16.

A correlation existed between years of experience at the centre and job title, with Administrative-Directors having the longest tenure and Assistant Teachers having the shortest tenure. The exceptions to this trend were in British Columbia, Alberta, Quebec, and Nova Scotia where Administrative-Directors had fewer years' experience in their centre than did Teacher-Directors. Provincial breakdowns can be found in Table A17.

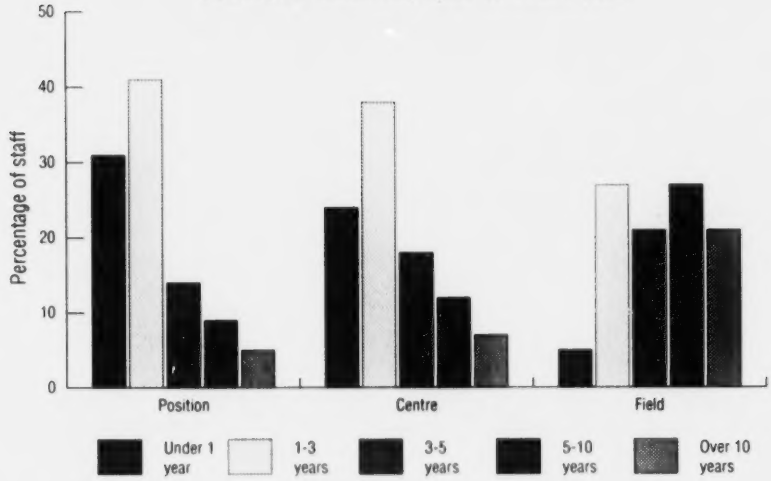
Staff working in commercial centres generally had worked for a shorter period of time than staff in municipal centres and staff in non-profit centres. Nationally, the average number of years worked at the current centre was 2.9 years for commercial centre staff, 3.3 years for municipal centre staff, and 3.7 years for non-profit centre staff. This trend was not consistent across the provinces. For example, in Alberta, staff in municipal centres had worked an average of 3.4 years, compared with 2.5 years in commercial centres, and 3.3 years in non-profit centres. In contrast, staff in commercial centres in Ontario and Prince Edward Island had worked slightly longer at their centre than staff in non-profit centres. Staff in commercial centres in Quebec had worked an average of 3.2 years, compared with 4.9 years for staff in non-profit centres. Provincial/territorial breakdowns are reported in Table A18.

4.4 Years in Current Position at the Current Centre

Nationally, the mean number of years worked in the current job position at the centre was 2.8. Seventy-two per cent of staff were in their position for 3.0 years or less; 5% of staff reported working in the same position for over 10 years. Figure 9 shows the national distribution, not only for years in the current position, but also for years at the centre and in the child care field.

At the provincial/territorial level, the staff with the least time in their position were in the Northwest Territories, where no staff reported being in the same position for more than three years. Quebec staff had the most time in the same position, with 28% with a tenure of over five years. All provincial/territorial data are shown in Table A19.

FIGURE 9
YEARS OF CHILD CARE WORK: CURRENT POSITION, CURRENT CENTRE, AND IN THE FIELD



Administrative-Directors had spent the longest time in their current position at the centre, working for an average of 3.9 years in that position. Only in British Columbia and Quebec did Administrative-Directors work for a shorter time than staff in any other position. Teacher-Directors averaged 3.1 years, Teachers averaged 2.6 years, and Assistant Teachers averaged 2.8 years, nationally.

Staff in non-profit centres worked the longest in their current positions, averaging three years. Staff in commercial centres, at 2.4 years, and municipal centre staff, at 2.9 years, had less tenure in the position. Ontario was the only province where staff in commercial centres worked longer on average than did staff in non-profit centres.

4.5 Advancement Within the Centre

Nationally, one-fifth of staff had advanced in their centre from their starting position, while 78% had remained in the same position. Less than 1% of staff were in a more junior position than when they started. British Columbia had the greatest percentage of staff who had advanced, while the Yukon had the smallest percentage, as shown in Table A20.

Auspice did not appear to influence advancement in centres.

Across positions, only 2% of Assistant Teachers had started in a different position than the one they currently occupied. One-fifth of Teachers had advanced since starting at their centre. Fifty-seven per cent of Teacher-Directors had advanced within their centre, while 47% of Administrative-Directors had advanced within their centre.

4.6 Working Hours

Table A21 indicates mean weekly hours of regularly scheduled work for full-time and part-time staff in each province and territory. For full-time staff, weekly work schedules ranged between 36.5 hours in Quebec to 41 hours in Prince Edward Island. The national mean was 38.5 hours

"I feel standardized education on a national level and regulations for quality care are very important. We need to have child care recognized as a profession and provincial wage scales put in place to prevent the best from leaving the field."

for full-time staff. For part-time staff, regular weekly working hours ranged from 15.4 hours in the Northwest Territories to 29 hours in Prince Edward Island, with a national mean of 23.1 hours.

Staff were also asked to report the number of weekly hours they were paid for working. The national means for full- and part-time staff were 37.8 hours and 23 hours, respectively. As with the results on regularly scheduled hours, Quebec was lowest and Prince Edward Island was highest. The results for all provinces and territories is shown in Table A21.

4.6.1 Paid/Unpaid Hours of Work

Nationally, full-time staff worked at their centres 1.5 hours per week of unpaid time, ranging from one hour in Alberta and Newfoundland to 2.4 hours in the Yukon. The breakdown for all provinces and territories is shown in Table A22.

Table A22 also indicates unpaid hours of work at the centre by auspice. In Alberta, full-time staff in commercial centres worked fewer unpaid hours per week, 0.8, than staff in municipal centres, 1.7, and staff in non-profit centres, 1.6. This pattern was similar for Ontario. In Quebec, New Brunswick, Nova Scotia, and Newfoundland, full-time staff in commercial centres worked more hours of unpaid work than did staff in non-profit centres.

Staff also put in extra unpaid hours away from their centres in such activities as planning, reading, and preparing work-related materials.

Nationally, full-time staff worked an additional 2.7 hours of unpaid time away from the centre. On a provincial basis, this ranged from 1.5 hours for staff in commercial centres in Quebec to 5.2 hours for staff in commercial centres in Manitoba and 5.9 hours for staff in commercial centres in Nova Scotia. In Ontario, Quebec, and New Brunswick, full-time staff in non-profit centres worked more unpaid hours away from their centres than did staff in commercial centres. Table A23 shows provincial and territorial breakdowns, both overall and by auspice.

4.6.2 Percentage of Staff Working Unpaid Hours

Nationally, 57% of full-time staff worked some unpaid overtime at their centre, while 73% of full-time staff worked some unpaid time away from their centre.

The presence of a collective bargaining unit did not influence whether, or how many hours, an individual worked unpaid overtime at their centre or away from their centre.

4.7 Other Paid Work

Analyses concerning other paid work were conducted for full-time staff only. Nationally, 15% of full-time staff did other paid work in addition to their child care job. This ranged from a high of 25% of staff in the Yukon to 8% of staff in Newfoundland. Table A24 depicts provincial/ territorial breakdowns. For those staff working at other jobs, 5% of staff worked in the summertime only, 12% worked during the program year only (in centres that close for the summer), and 83% worked year-round. For 35% of staff who

worked at an additional job, this work was in an ECE-related area. "Money" was the most common reason for working at another job, cited by 79% of full-time staff. "Enjoyment", at 47%, and "to gain experience", at 23%, were other reasons given.

There was little difference between job positions in the proportion of full-time staff doing other work for pay. Teachers were highest at 16% and Assistant Teachers were lowest at 12%. However, as shown in Figure 10, the proportion of staff working at an ECE-related second job was a function of position, increasing from Assistant Teachers through to Administrative-Directors. The proportion of full-time staff who do this additional work for enjoyment increases in similar fashion, from 25% of Assistant Teachers, to 49% of Teachers, and 60% of Teacher-Directors, with Administrative-Directors having the highest proportion at 70%.

Auspice appeared to have little effect on whether or not a staff person worked at an additional job: 16% of staff in municipal centres worked at additional jobs, 15% of staff in commercial centres, and 17% of staff in non-profit centres. There was, however, a difference by auspice as to whether the additional work was in an ECE-related field. For staff working additional jobs who were employed by a municipal centre, 40% worked in an ECE-related field; staff in non-profit centres were similar at 41%. The proportion of staff in commercial centres was the lowest at 24%. Staff from non-profit centres were more likely than staff from other auspices to do this work for both money and enjoyment. Municipal centre staff had the highest proportion of staff doing this work to gain experience, at 37%, more than twice the 15% of commercial centre staff who indicated this reason.

4.7.1 Mean Hours of Other Paid Work

The average number of hours full-time staff spent doing other paid work was 10.3 hours per week. As Table A24 shows, Newfoundland staff worked the greatest number of hours at their second jobs with a mean of 14.4 hours per week, and Northwest Territories staff worked the least with a mean of five hours per week.

4.7.2 Types of Other Paid Work

Staff identified over 50 different "other" jobs, ranging from "artist" to "corrections officer" to "politician". Over 38% worked in a second job relating to child care or education. "Sales" was the next most common, at 21%, with restaurant work third at 8%.

FIGURE 10
PERCENTAGE OF FULL-TIME STAFF WHOSE SECOND JOB IS ECE-RELATED, BY POSITION

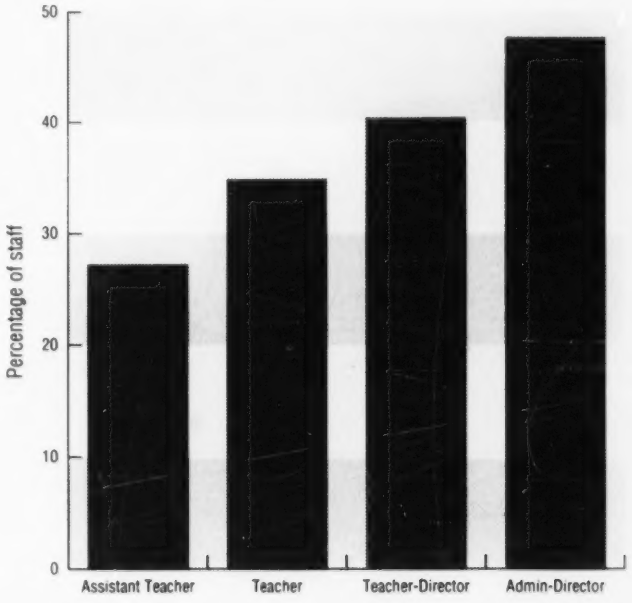


Table A14

Work Status, by Province/Territory

Province	Full-time	Part-time	Substitute or casual	Other
British Columbia	74.1%	22.1%	3.8%	0.0%
Alberta	82.1	15.5	1.7	0.8
Saskatchewan	80.7	11.4	7.5	0.3
Manitoba	82.0	13.6	2.8	1.6
Ontario	86.5	9.1	2.5	1.9
Quebec	82.5	10.9	5.3	1.3
New Brunswick	86.9	8.7	3.5	1.0
Nova Scotia	79.6	12.2	3.1	5.1
P.E.I.	82.4	13.8	2.8	1.0
Newfoundland	73.9	25.1	0.0	1.0
Yukon	86.0	9.5	2.1	2.3
Northwest Territories	89.2	4.6	6.2	0.0
National	83.4%	12.0%	3.2%	1.4%

Table A15

Number of Years in the Field, by Province/Territory

Province	Under 1 year	1-3 years	3-5 years	5-10 years	Over 10 years
British Columbia	6%	24%	25%	22%	23%
Alberta	7	33	21	24	15
Saskatchewan	6	24	18	32	20
Manitoba	6	21	22	32	20
Ontario	4	26	20	28	22
Quebec	4	26	20	26	23
New Brunswick	15	31	23	20	12
Nova Scotia	8	23	18	27	24
P.E.I.	7	27	24	33	10
Newfoundland	13	41	17	14	15
Yukon	11	36	20	21	12
Northwest Territories	11	50	5	16	18
National	5%	27%	21%	27%	21%

Table A16

Number of Years in the Current Centre, by Province/Territory

Province	Under 1 year	1-3 years	3-5 years	5-10 years	Over 10 years
British Columbia	30%	33%	18%	10%	9%
Alberta	30	36	21	11	2
Saskatchewan	20	34	15	21	10
Manitoba	22	32	18	18	9
Ontario	25	41	19	10	5
Quebec	13	40	17	17	14
New Brunswick	23	42	21	9	5
Nova Scotia	34	27	13	17	8
P.E.I.	26	52	9	9	4
Newfoundland	33	43	12	8	5
Yukon	39	39	10	10	1
Northwest Territories	61	35	0	4	0
National	24%	38%	18%	12%	7%

Table A17

Mean Number of Years Working at Current Centre by Job Position, by Province/Territory

Province	Assistant Teacher	Teacher	Teacher-Director	Admin-Director	Overall
British Columbia	1.6	3.0	6.0	3.9	3.4
Alberta	2.0	2.8	3.5	3.3	2.7
Saskatchewan	2.6	3.9	5.8	6.2	4.1
Manitoba	2.2	3.8	6.4	7.5	4.0
Ontario	2.4	2.9	3.5	5.1	3.0
Quebec	3.8	5.4	6.8	5.7	4.4
New Brunswick	1.9	2.8	4.6	6.2	3.0
Nova Scotia	1.8	2.9	8.2	7.8	3.9
P.E.I.	2.4	1.8	4.9	—	2.6
Newfoundland	2.4	2.0	4.0	9.3	2.7
Yukon	1.4	1.9	2.1	4.2	1.9
Northwest Territories	0.6	0.8	0.6	3.3	1.0
National	3.1	3.1	4.6	5.3	3.4

Table A18

Mean Number of Years Working in Current Centre by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial
British Columbia	—	3.7	3.1
Alberta	3.4	3.3	2.5
Saskatchewan	—	4.1	—
Manitoba	—	4.0	3.9
Ontario	3.3	2.9	3.0
Quebec	—	4.9	3.2
New Brunswick	—	3.5	2.5
Nova Scotia	—	3.9	3.8
P.E.I.	—	2.5	2.6
Newfoundland	—	3.6	2.3
Yukon	—	1.9	—
Northwest Territories	—	1.0	—
National	3.3	3.7	2.9

Table A19

Number of Years in Current Position, by Province/Territory

Province	Under 1 year	1-3 years	3-5 years	5-10 years	Over 10 years
British Columbia	42	35	12	5	7
Alberta	35	40	15	9	1
Saskatchewan	30	36	11	16	7
Manitoba	27	39	14	15	4
Ontario	32	45	14	5	4
Quebec	20	37	15	17	11
New Brunswick	30	47	16	5	3
Nova Scotia	37	30	13	15	6
P.E.I.	27	54	10	7	2
Newfoundland	41	45	9	4	2
Yukon	46	36	5	13	1
Northwest Territories	70	30	0	0	0
National	31	41	14	9	5

Table A20

Staff Advancement Within Current Centre, by Province/Territory

Province	Current position relative to starting position		
	Lower	Same	Higher
British Columbia	0.4	63.7	35.9
Alberta	0.0	74.6	25.4
Saskatchewan	1.6	72.8	25.6
Manitoba	0.9	69.1	30.0
Ontario	0.2	80.8	19.0
Quebec	2.1	85.1	12.8
New Brunswick	0.5	69.6	29.9
Nova Scotia	0.8	80.3	18.9
P.E.I.	0.0	84.2	15.8
Newfoundland	1.2	68.7	30.1
Yukon	0.0	87.3	12.7
Northwest Territories	0.0	79.8	20.2
National	0.7	79.8	21.0

Table A21

Mean Regularly Scheduled Hours and Paid Hours by Job Status, by Province/Territory

Province	Regularly scheduled hours		Paid hours	
	Full-time	Part-time	Full-time	Part-time
British Columbia	38.2	21.5	37.5	21.5
Alberta	39.5	23.1	38.4	22.8
Saskatchewan	38.5	23.5	38.3	23.7
Manitoba	37.9	23.0	37.6	22.8
Ontario	39.0	23.9	38.4	23.8
Quebec	36.5	22.5	36.0	22.3
New Brunswick	40.2	21.9	39.7	21.9
Nova Scotia	39.3	25.1	38.4	25.2
P.E.I.	41.0	29.0	40.9	28.7
Newfoundland	40.6	22.1	40.0	22.2
Yukon	39.5	24.7	38.9	25.5
Northwest Territories	38.2	15.4	37.7	8.0
National	38.5	23.1	37.8	23.0

Table A22

Mean Number of Unpaid Hours Worked at the Centre by Auspice, by Province/Territory (Full-time Staff Only)

Province	Overall	Municipal	Non-profit	Commercial
British Columbia	1.4	—	1.3	1.6
Alberta	1.0	1.7	1.6	0.8
Saskatchewan	1.1	—	1.1	—
Manitoba	1.4	—	1.4	1.3
Ontario	1.6	1.4	1.9	1.1
Quebec	1.6	—	1.6	1.8
New Brunswick	1.8	—	1.7	1.9
Nova Scotia	2.3	—	1.8	3.0
P.E.I.	1.6	—	2.7	1.0
Newfoundland	1.4	—	0.9	1.6
Yukon	2.4	—	2.4	—
Northwest Territories	2.0	—	2.0	—
National	1.5	1.4	1.7	1.3

Table A23

Mean Number of Unpaid Hours Worked Outside the Centre by Auspice, by Province/Territory (Full-time Staff Only)

Province	Overall	Municipal	Non-profit	Commercial
British Columbia	3.0	—	3.0	3.1
Alberta	2.5	3.4	2.1	2.5
Saskatchewan	3.0	—	3.0	—
Manitoba	2.5	—	2.3	5.2
Ontario	2.9	3.0	3.0	2.5
Quebec	1.8	—	2.0	1.5
New Brunswick	3.6	—	3.7	3.6
Nova Scotia	4.5	—	3.4	5.9
P.E.I.	3.1	—	2.9	3.3
Newfoundland	3.9	—	2.5	4.5
Yukon	3.6	—	3.6	—
Northwest Territories	4.4	—	4.4	—
National	2.7	3.0	2.7	2.6

Table A24

Full-time Staff Doing Other Paid Work and Mean Weekly Hours of this Work, by Province/Territory

Province	Percentage	Mean hours/week
British Columbia	17.7%	7.5
Alberta	16.7	10.3
Saskatchewan	19.8	9.1
Manitoba	15.0	6.9
Ontario	15.9	10.7
Quebec	10.5	12.0
New Brunswick	10.8	7.8
Nova Scotia	9.5	11.8
P.E.I.	13.7	8.7
Newfoundland	7.8	14.4
Yukon	24.9	12.9
Northwest Territories	10.9	5.0
National	14.7%	10.3

5 Benefits and Working Conditions

The questionnaire listed 31 work-related benefits and working conditions such as paid sick leave, extended health care, dental coverage, vacation pay, and items such as staff washrooms, permission to leave the centre during lunch, written job descriptions, and so on. A full list of the 31 items can be found in the questionnaire which appears in Appendix A.

Table 12 shows the proportion of full-time staff who receive each of the 31 benefits and working conditions listed in the survey. There are 13 benefits and working conditions for which the proportion is 50% or more. Another way to summarize this is by creating an index of the number of benefits and working conditions offered to each staff person. Using this index, the mean number of benefits and working conditions received was 13.5. Provinces and territories differed widely, with means ranging from a low of 6.7 in the Yukon to a high of 16.3 in Ontario. Provincial proportions for each individual benefit and working condition are listed in Table A25.

The number of benefits and working conditions offered was strongly associated with centre auspice, also shown in Table 11. Full-time staff in municipal centres received an average of 19 benefits and working conditions, almost double that of commercial centre staff, who averaged 9.8. The mean for non-profit centre staff was 15.2. There are only two working conditions that are more likely to be offered to commercial centre staff than staff from other auspices: being allowed to leave the centre for lunch, and having reduced child care fees for parent employees.

As Table 13 shows, differences also existed between full-time staff in various job positions, but these were less significant than the differences resulting from auspice. The mean number of benefits and working conditions offered to full-time staff increased from 12.6 for Assistant Teachers, 13.3 for Teachers, 14.3 for Teacher-Directors, to Administrative-Directors with 17.5.

The mean number of benefits and working conditions offered to staff is also a function of unionization. Unionized staff average 17.6 benefits and working conditions, compared with 12.4 for non-unionized staff.

There are 12 benefits and working conditions which the majority of unionized staff receive, compared with a minority of non-unionized staff. These are: compensation for attending staff meetings, written job description, formal grievance procedures, written contract, compensation for working overtime, financial assistance to cover workshops, basic medical insurance, extended health care, short-term disability, long-term disability, dental coverage, and life insurance.

"One major improvement would be benefits for child care workers — that is, dental and medical. I think it is so important because so many workers are single and independent and salaries are so low."

Table 12

Benefits and Working Conditions for Full-time Staff Overall, and by Auspice

Benefit/working condition	Overall	Municipal	Non-profit	Commercial
Paid coffee breaks	69%	89%	73%	58%
Paid lunch breaks	33	29	39	25
Allowed to leave centre during lunch	78	59	77	83
Paid preparation and planning time	37	43	46	22
Paid assocation memberships	11	4	15	5
Compensation for staff meetings	41	66	50	24
Compensation for parent meetings	26	53	29	15
Compensation for board meetings	9	8	13	3
Compensation for on-site training	24	45	30	10
Compensation for fundraising	5	27	4	1
Paid release time for training	38	50	53	15
Written job description	51	62	59	36
Formal grievance procedures	31	61	39	13
Written contract	35	42	45	18
Scheduled days off	35	43	41	24
Compensation for overtime	50	84	54	37
Staff room	65	96	65	59
Staff washroom	59	87	60	53
Staff office	54	64	56	50
Reduced fees for parent employees	28	12	23	39
Financial assistance for professional development	50	39	63	32
Job-protected maternity leave	65	89	76	43
Paid sick leave	72	94	87	45
Annual paid vacation	93	95	95	90
Basic medical insurance	61	96	82	40
Extended health care	61	98	70	38
Short-term disability	53	86	62	33
Long-term disability	56	96	65	35
Dental coverage	59	97	66	39
Life insurance	57	97	66	33
Retirement/pension plan	36	98	34	24

Table 13

Benefits and Working Conditions for Full-time Staff, by Position

Benefit/working condition	Assistant Teacher	Teacher	Teacher-Director	Admin-Director
Paid coffee breaks	55%	73%	74%	70%
Paid lunch breaks	30	33	35	39
Allowed to leave centre for lunch	64	82	78	89
Paid preparation and planning time	40	34	41	45
Paid assocation memberships	9	8	19	22
Compensation for staff meetings	42	41	44	41
Compensation for parent meetings	27	25	27	29
Compensation for board meetings	11	7	13	16
Compensation for on-site training	25	22	28	32
Compensation for fundraising	2	6	4	4
Paid release time for training	39	35	44	65
Written job description	39	51	61	80
Formal grievance procedures	16	34	35	59
Written contract	36	33	36	48
Scheduled days off	32	35	38	41
Compensation for overtime	55	45	62	50
Staff room	58	67	62	77
Staff washroom	41	65	61	73
Staff office	40	52	75	94
Reduced fees for parent employees	24	28	31	36
Financial assistance for professional development	46	46	63	83
Job-protected maternity leave	68	61	73	77
Paid sick leave	76	71	65	89
Annual paid vacation	92	94	89	99
Basic medical insurance	50	47	52	61
Extended health care	52	49	50	66
Short-term disability	42	35	35	47
Long-term disability	39	36	44	59
Dental coverage	54	50	47	65
Life insurance	45	46	42	68
Retirement/pension plan	17	27	23	30

Table A25

Full-time Staff Benefits and Working Conditions, by Province/Territory

Benefit/working condition	BC	AB	SK	MN	ON	PQ	NB	NS	PE	NF	YT	NT	NAT
Paid coffee breaks	49%	62%	70%	83%	84%	52%	51%	47%	65%	77%	84%	69%	69%
Paid lunch breaks	36	14	27	34	43	22	42	53	49	55	22	9	33
Allowed to leave centre during lunch	77	90	86	90	85	52	57	85	47	74	92	88	78
Paid preparation and planning time	20	24	40	50	39	48	30	22	23	20	23	36	37
Paid association memberships	10	4	23	11	12	12	10	8	16	17	7	0	11
Compensation for staff meetings	34	17	49	70	49	46	20	23	7	22	28	64	41
Compensation for parent mettings	17	4	13	28	33	34	12	19	10	10	0	16	26
Compensation for board meetings	8	5	13	17	8	13	5	4	3	4	2	4	9
Compensation for on-site training	15	11	25	30	29	28	12	14	15	6	17	23	24
Compensation for fundraising	7	2	6	3	8	1	7	1	5	0	0	3	5
Paid release time for training	33	7	28	51	49	45	26	19	30	21	32	29	38
Written job description	39	37	52	62	60	47	43	41	16	37	15	49	51
Formal grievance procedures	30	17	38	45	43	18	16	26	25	6	5	32	31
Written contract	34	18	41	32	42	40	16	22	12	7	7	24	35
Scheduled days off	26	21	42	33	44	34	15	30	17	12	18	22	35
Compensation for overtime	51	30	52	63	58	53	32	32	29	29	35	51	50
Staff room	41	55	68	70	80	55	36	58	36	36	38	42	65
Staff washroom	44	55	42	63	80	32	42	56	25	29	28	38	59
Staff office	58	48	64	60	63	40	39	57	49	48	37	31	54
Reduced fees for parent employees	17	31	6	5	32	27	30	34	21	29	25	23	28
Financial help for prof. development	51	27	68	64	55	53	50	46	56	37	30	34	50
Job-protected maternity leave	43	30	64	71	76	80	45	60	46	41	10	39	65
Paid sick leave	63	39	89	92	82	77	53	73	76	73	33	69	72
Annual paid vacation	91	85	95	96	96	95	84	95	97	85	57	81	93
Basic medical insurance*	32	18	17	56	84	75	29	46	20	16	17	18	61
Extended health care*	32	33	35	65	76	70	26	49	17	20	6	28	61
Short-term disability*	25	25	35	73	64	66	10	39	13	22	3	36	53
Long-term disability*	24	30	35	70	72	64	16	38	6	19	7	24	56
Dental coverage*	38	35	45	74	70	70	26	29	17	18	11	25	59
Life insurance*	29	33	41	69	70	66	19	43	5	17	11	19	57
Retirement/pension plan*	23	14	25	34	58	21	19	19	15	18	17	21	36

** Combination of "Fully Paid" and "Partly Paid". "Don't Know" treated as missing information.*

6 Mobility

6.1 Career Choices

Staff were asked the question, "If you could do it over again, would you choose a career in child care?" Nationally, 62% of staff would choose the same career again. As Table A26 shows, staff in Prince Edward Island were the most positive, while Manitoba staff were least likely to make the same career decision.

Staff in the two director positions were most likely to choose the same career again. The proportions for Teacher-Directors and Administrative-Directors were 67% and 72% respectively, compared with 61-62% for Assistant Teachers and Teachers. This trend was not true for all provinces: for example, this proportion was only 48% of Administrative-Directors in Saskatchewan and Quebec, lower than the proportion for either Assistant Teachers or Teachers.

6.2 Advancement Potential

Sixty-nine per cent of staff would like to advance in the field. This ranged from a high of 82% of staff who wanted to advance in the field in Ontario, to a low of 49% in Quebec. Table A27 shows the provincial/territorial breakdowns.

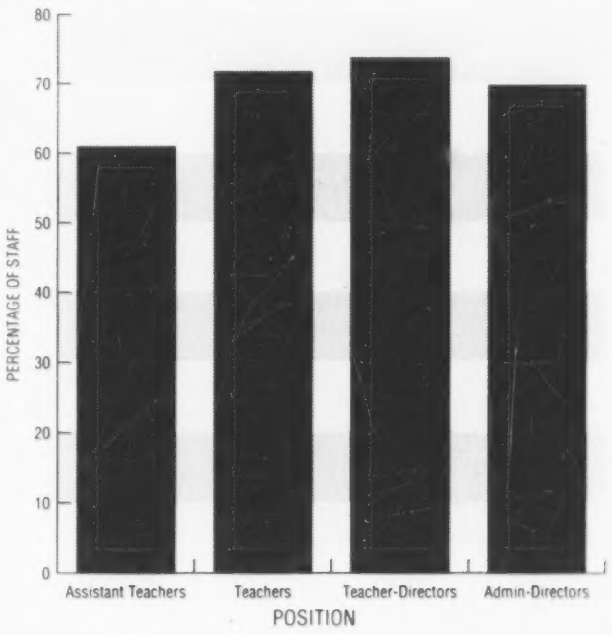
Figure 11 depicts these data on a position-by-position basis. Perceived advancement potential was lowest for Assistant Teachers. These percentages were not, however, evenly distributed across the provinces/territories. For Assistant Teachers, in Prince Edward Island, for example, 93% would like to advance in the field, while in Quebec, only 50% would like to advance. Provincial and territorial breakdowns can be found in Table A27.

Desire to advance also varied by auspice. Eighty-two per cent of staff in municipal centres wanted to advance in the field. This dropped to 68% of staff in both commercial centres and non-profit centres.

Those staff who indicated they wanted to advance in the field of child care were asked three follow-up items concerning advancement. The first item related to promotion potential within their current centre. Thirty-one per cent of staff believed advancement opportunities existed within their current workplace. These figures were fairly evenly distributed across all provinces and territories, as shown in Table A28.

"Motivation to do better in my particular centre is not a high priority. It's hard to be more supportive and encouraging to the parents when you do not get support and encouragement from them or your supervisor."

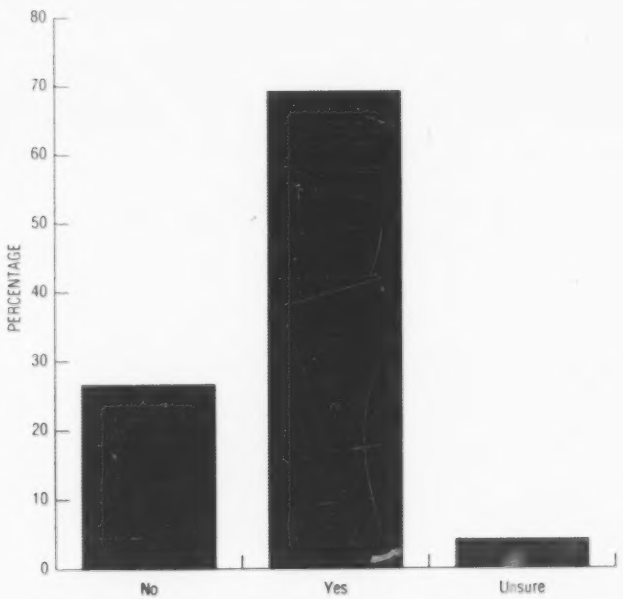
FIGURE 11
DESIRE TO ADVANCE WITHIN THE FIELD, BY POSITION



Generally, with increasing position, the perceived likelihood of being promoted in the current centre decreased. For Assistant Teachers, 58% did not think promotion was likely in their current centre. Sixty-nine per cent of Teachers did not think promotion was likely in their current centre, while 64% of Teacher-Directors didn't think they were likely to advance in the centre. This figure rose to 70% for Administrative-Directors. Staff in municipal centres were the most optimistic about promotion within the centre, as 36% thought promotion likely, compared with 33% of non-profit centre staff and 29% of commercial centre staff.

The second follow-up item asked about potential advancement in the child care field, but outside of the present centre. Sixty-two per cent of staff believed they would advance if they changed centres, ranging from 41% in Saskatchewan to 69% in Ontario. Provincial and territorial breakdowns can be found in Table A28. Nationally, this proportion increased the more senior the job position: 59% of Assistant Teachers, 61% of Teachers, 66% of Teacher-Directors, and 70% of Administrative-Directors thought they would be advanced elsewhere in the field. This trend was not consistent across the provinces, however, as shown in Table A29. Ontario, the province with 40% of all staff, showed a strong increase in proportion. Other provinces, such as Saskatchewan and British Columbia, showed the opposite trend, while still others such as Manitoba and Quebec formed no trends. There was a small, but consistent, trend for commercial centre staff to have a higher proportion believing in advancement in the field outside the centre. This proportion was 65% compared with 60% for non-profit centre staff and 56% for municipal centre staff. In contrast to the analysis by position, the auspice trend was consistent for all provinces except Prince Edward Island.

FIGURE 12
EXPECTATION OF WORKING IN THE CHILD CARE FIELD IN THREE YEARS' TIME



The third follow-up item asked if the only way to advance was to leave the field completely. Nationally, 35% of staff felt this was true, with the highest percentage in Nova Scotia, at 48%, and the lowest in Ontario, at 28%. All of the provincial and territorial breakdowns are found in Table A28. Administrative-Directors had the highest proportion of any position at 46% compared with 32-35% for the other positions. There was little difference according to auspice.

6.3 Tenure in the Field

Figure 12 indicates that more than two-thirds of staff believed they will be in the field of early childhood education in three years' time. Staff in Prince Edward Island

were the most positive on this question at 83%, while Alberta staff, at 52%, were the least positive in Canada. Provincial and territorial breakdowns can be found in Table A30. For those staff who did not intend to be in the field in three years, the top five reasons given were:

- low wages (20%);
- start a family/stay home with children (16%);
- prefer working in public schools (12%);
- burnout/stress (11%); and
- want a career change (11%).

These reasons ranked slightly differently in each province. "Low pay" ranked first in Alberta, Manitoba, Quebec, Newfoundland, the Yukon, and the Northwest Territories. "Start a family/stay home with children" ranked first in British Columbia, Ontario, and Prince Edward Island. "Want a Career Change" ranked first in Saskatchewan, while "prefer public schools" ranked first in New Brunswick and Nova Scotia.

Staff in more senior positions were less likely to expect to leave. Twenty-six per cent of Assistant Teachers and 29% of Teachers as compared to 18% of Teacher-Directors and 16% of Administrative-Directors, did not expect to be in the field in three years' time. For Assistant Teachers and Teachers, "low wages" was the top ranking reason for expecting to leave. For Teacher-Directors and Administrative-Directors, "Start a family/stay home with children" and "retirement", respectively, were the top reasons.

On an auspice basis, staff in commercial centres were least likely to expect to be in the field in three years' time. One-third of staff in commercial centres expected to leave the field, while only 20% of staff in municipal centres and 23% of staff in non-profit centres expected to leave the field. "Start a family/stay home with children" was the top-ranking reason for leaving for those in municipal and non-profit centres, while for commercial centre staff, the top choice was "low wages".

"Child care is a field that society has created by its changes. It can be both challenging as well as very rewarding. Society, though, is not educated as well as it should be about the daily functions of a day care and the type of service and care provided."

6.4 Employment Choices

Eighty-three per cent of staff believed they had a choice of other jobs. This ranged from a low of 74% in Nova Scotia to a high of 92% in the Yukon and 88% in British Columbia. Table A31 reports these percentages on a provincial/territorial basis. Those staff who indicated a choice of other jobs were asked to indicate in which fields these other jobs were located. Child care and other child-related fields were the most commonly chosen. In every province and territory, with the exception of Quebec, a majority of staff felt they had a choice of jobs in the public school system. There were only two provinces, Alberta and Prince Edward Island, where a majority of staff believed they had a choice of jobs unrelated to the child care field.

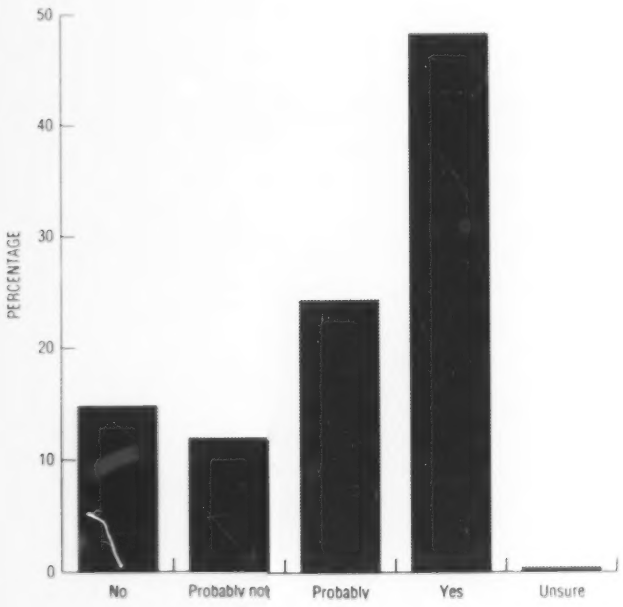
Nationally, Teacher-Directors and Administrative-Directors were more likely than Assistant Teachers and Teachers to feel they had a choice of other jobs. Differences between auspice were negligible Canada-wide. Some provinces, however, did have quite large differences by auspice as shown in Table A32. In Quebec and Prince Edward Island, commercial centre staff

were more likely to have a perceived choice of other jobs, while the opposite was true in Alberta.

6.5 Intentions to Remain in Current Centre

Nationally, as Figure 13 shows, 73% of staff felt that it was likely they would be at their centre in one year's time. These results are broken down by province and territory in Table A33. The Northwest Territories, at 48%, and Alberta, at 59%, had the lowest proportion of staff who were positive about staying at their centre for another year. The provinces with the most positive staff were Quebec, where 84% expected to stay, and Manitoba, where the proportion was 88%.

FIGURE 13
INTENTION TO LEAVE CENTRE WITHIN ONE YEAR



Teachers, at 69%, were least likely to state an intention to remain at the centre in the next year. Teacher-Directors were most likely, at 83%. Staff in commercial centres, at 66%, were the least positive about the prospects of remaining at their centre.

The top five reasons for expecting to leave the centre in the next year were:

1. To go back to school
2. Due to the low wages
3. To take another child care job
4. Because of a move
5. To take a public school job.

Large differences existed between provinces/territories in these reasons. "Going back to school" was the top choice in six provinces and territories: Alberta, Saskatchewan, Nova Scotia, Prince Edward Island, Newfoundland, and the Yukon. "Moving" was the first choice in British Columbia; "laid off/term position" was first in Quebec; "taking a new job, not in child care or education" was first in the Northwest Territories; "taking a new child care job" was first in Ontario; and "taking a public school job" was first in New Brunswick. In Manitoba, there was a tie between "laid off/term position" and "taking a new job, not in child care or education". "Going to school" was the only reason cited of the top five reasons in every province and territory.

Table A26

"If you could do it all over again, would you choose a career in child care?", by Province/Territory

Province	No	Yes	Don't know
British Columbia	10.0%	70.3%	19.7%
Alberta	18.6	55.5	25.8
Saskatchewan	13.3	61.7	25.0
Manitoba	20.1	55.2	24.7
Ontario	16.7	64.8	18.4
Quebec	15.9	59.8	24.3
New Brunswick	5.9	74.2	19.9
Nova Scotia	18.8	64.3	16.9
P.E.I.	6.9	77.7	15.4
Newfoundland	12.0	71.4	16.6
Yukon	8.8	68.7	22.5
Northwest Territories	12.4	70.8	16.8
National	16.2%	62.4%	21.4%

Table A27

Staff Who Would Like to Advance in the Field by Position, by Province/Territory

Province	Overall	Assistant Teacher	Teacher	Teacher-Director	Admin-Director
British Columbia	72.7%	80.6%	71.6%	69.2%	41.3%
Alberta	58.7	52.2	59.6	62.2	62.4
Saskatchewan	69.1	70.8	68.9	69.6	67.5
Manitoba	70.0	74.9	69.0	67.1	70.0
Ontario	82.0	84.7	79.5	90.5	84.6
Quebec	49.2	49.5	50.3	36.3	60.6
New Brunswick	71.6	66.4	80.5	59.8	40.2
Nova Scotia	75.4	69.5	78.2	78.2	45.1
P.E.I.	80.9	92.5	83.7	65.7	—
Newfoundland	76.4	61.6	81.5	73.3	100.0
Yukon	79.1	71.8	78.2	100.0	65.6
Northwest Territories	72.8	77.4	68.1	79.2	100.0
National	69.1%	61.0%	71.7%	73.7%	69.8%

Table A28

Promotion Potential Within the Child Care Field, by Province/Territory

Province	Percentage answering "yes" to each item: Promoted within centre	Promoted elsewhere within ECE field	Need to leave field to advance
British Columbia	35.9%	65.4%	29.9%
Alberta	20.8	50.8	45.5
Saskatchewan	25.7	40.6	45.8
Manitoba	27.9	54.9	39.4
Ontario	36.0	68.6	27.5
Quebec	29.7	59.2	40.0
New Brunswick	32.4	49.1	45.9
Nova Scotia	19.6	50.5	48.0
P.E.I.	27.3	61.0	40.8
Newfoundland	31.5	57.8	35.6
Yukon	31.5	53.1	30.5
Northwest Territories	32.7	47.7	37.1
National	31.4%	61.7%	34.0%

Table A29

Promotion Potential In Child Care Field Outside of Current Centre by Position, by Province/Territory

Province	Percentage answering "yes" in each position: Assistant Teacher	Teacher	Teacher-Director	Admin-Director
British Columbia	69.9%	65.2%	62.0%	53.8%
Alberta	48.7	51.9	49.0	44.5
Saskatchewan	59.7	38.6	41.3	20.5
Manitoba	53.8	55.3	55.7	50.4
Ontario	60.8	67.8	73.3	94.0
Quebec	60.1	50.2	88.5	58.0
New Brunswick	53.6	46.1	52.7	56.2
Nova Scotia	49.7	51.2	52.5	30.6
P.E.I.	28.4	66.9	56.6	—
Newfoundland	55.5	60.1	51.1	100.0
Yukon	47.2	55.1	63.4	0.0
Northwest Territories	100.0	42.1	25.9	—
National	59.2%	61.2%	66.3%	70.3%

Table A30

Expectation of Working in the Field in Three Years' Time, by Province/Territory

Province	No	Yes	Don't know
British Columbia	23.0%	75.4%	1.6%
Alberta	43.7	51.5	4.8
Saskatchewan	27.2	68.7	4.2
Manitoba	28.5	67.5	4.0
Ontario	21.8	76.0	2.2
Quebec	24.2	67.0	8.8
New Brunswick	22.5	72.2	5.3
Nova Scotia	25.6	72.9	1.5
P.E.I.	14.0	82.7	3.3
Newfoundland	19.3	78.0	2.7
Yukon	18.7	73.4	7.8
Northwest Territories	31.1	62.1	6.8
National	26.6%	69.2%	4.2%

Table A31

Perceived Choice of Other Jobs and Type of Other Jobs, by Province/Territory

		Type of other job			
Province	Choice of other jobs	Child care	Public schools	Other child-related field	Field other than child care
British Columbia	88.1%	70%	52%	68%	36%
Alberta	80.1	56	50	62	57
Saskatchewan	74.7	55	58	65	38
Manitoba	77.6	56	59	68	42
Ontario	85.3	68	69	62	30
Quebec	81.9	64	44	69	38
New Brunswick	84.7	53	59	64	36
Nova Scotia	74.1	70	53	61	34
P.E.I.	79.4	65	55	63	55
Newfoundland	78.2	60	59	68	37
Yukon	92.0	72	53	59	44
Northwest Territories	83.5	54	58	73	41
National	82.9%	64%	57%	64%	38%

Table A32

Perceived Choice of Other Jobs by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial
British Columbia	—	86.5%	90.5%
Alberta	87.2%	89.2	76.8
Saskatchewan	—	74.7	—
Manitoba	—	78.2	69.7
Ontario	82.3	85.7	86.0
Quebec	—	76.5	95.2
New Brunswick	—	87.6	81.6
Nova Scotia	—	73.1	75.1
P.E.I.	—	63.8	89.1
Newfoundland	—	76.3	79.0
Yukon	—	92.0	—
Northwest Territories	—	83.5	—
National	82.7%	82.1%	84.1%

Table A33

Intentions to Remain at the Current Centre for One Year, by Province/Territory

Province	No	Probably not	Probably	Yes	Not sure
British Columbia	19.0%	12.8%	16.5%	51.4%	0.3%
Alberta	25.9	14.7	22.3	36.5	0.7
Saskatchewan	14.7	12.0	25.3	47.2	0.8
Manitoba	12.7	9.8	24.9	51.8	0.8
Ontario	14.5	12.0	24.2	48.8	0.5
Quebec	5.5	10.1	28.9	55.4	0.0
New Brunswick	17.1	11.7	26.2	44.9	0.0
Nova Scotia	16.6	9.3	23.2	49.4	1.5
P.E.I.	15.9	7.1	19.5	57.4	0.0
Newfoundland	11.7	12.1	26.7	49.4	0.0
Yukon	20.7	9.9	27.5	41.9	0.0
Northwest Territories	20.5	31.5	8.9	39.1	0.0
National	14.8%	11.9%	24.4%	48.4%	0.4%

7 Professional Orientation

Staff were asked a number of questions regarding the way they viewed their job, as well as professional organizations and activities in which they participated (i.e., associations, conferences, professional journals, newsletters, and books). Each positive response was worth one point and there was a possible total score of 20.

Nationally, across all positions, the mean score was 5.3. As Figure 14 shows, a correlation existed between position and professional orientation score with Assistant Teachers rating the lowest and Administrative-Directors rating the highest. Provincial/territorial breakdowns by position are shown in Table A34. Alberta staff had the lowest orientation scores, while staff in the Yukon and Manitoba were highest, at 6.1 and 6.0, respectively.

Professional orientation scores also differed by auspice, as shown in Figure 14. The mean score for staff working in municipal centres was 5.7, for staff in non-profit centres 5.6, and for staff in commercial centres, 4.8. As Table A35 shows, commercial centre staff in all provinces except Prince Edward Island had lower professional orientation scores than their non-profit counterparts.

Mean scores also differed according to the status of the job. Full-time workers scored 5.5, while part-time workers scored 4.5.

FIGURE 14
MEAN PROFESSIONAL ORIENTATION SCORE, BY POSITION AND AUSPICE

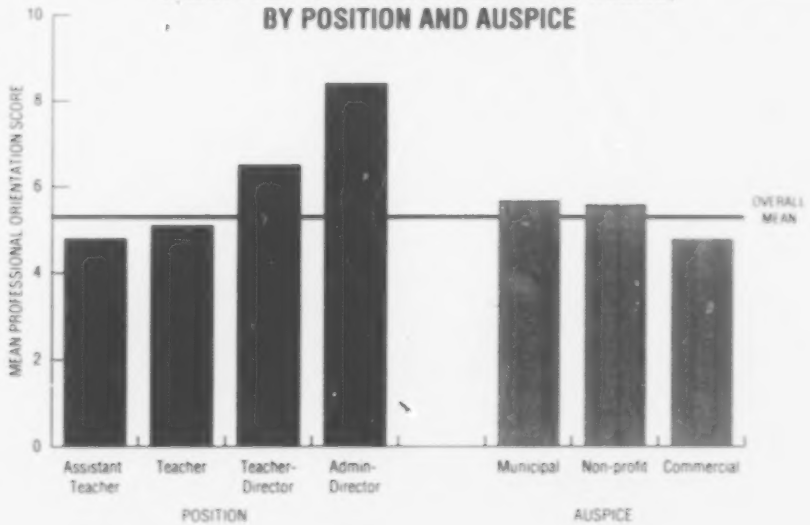


Table A34

Mean Professional Orientation Score by Position, by Province/Territory

Province	Overall	Assistant Teacher	Teacher	Teacher-Director	Admin-Director
British Columbia	5.4	4.8	5.0	6.9	6.4
Alberta	4.1	2.8	4.0	6.3	6.8
Saskatchewan	4.9	4.2	4.6	6.3	8.9
Manitoba	6.0	5.3	5.7	6.8	10.0
Ontario	5.5	4.8	5.3	6.5	8.9
Quebec	5.8	5.3	6.9	5.8	8.4
New Brunswick	4.9	4.2	4.6	6.9	6.7
Nova Scotia	5.9	4.6	5.4	8.7	8.6
P.E.I.	5.2	4.8	4.9	6.4	—
Newfoundland	5.3	3.5	5.3	5.6	16.4
Yukon	6.1	3.5	6.5	8.4	7.7
Northwest Territories	5.5	3.5	5.3	5.6	10.0
National	5.3	4.8	5.1	6.5	6.8

Table A35

Mean Professional Orientation Score by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial
British Columbia	—	5.7	5.1
Alberta	6.1	4.4	4.0
Saskatchewan	—	4.9	—
Manitoba	—	6.1	5.3
Ontario	5.7	5.6	5.2
Quebec	—	5.9	5.4
New Brunswick	—	5.4	4.5
Nova Scotia	—	6.0	5.9
P.E.I.	—	4.7	5.6
Newfoundland	—	6.0	5.0
Yukon	—	6.1	—
Northwest Territories	—	5.5	—
National	5.7	5.6	4.8

8 Recommendations for the Child Care Field

Staff were asked to rank between one and five the degree to which a number of items would be helpful in making the child care field more satisfying and encouraging child care staff to remain in the profession. A score of five means "would help a lot" and a score of one means "would not help at all".

Table 14 reports on this data. "Providing a better salary", "promoting more respect for child care workers", and "improving benefits" were the three most highly rated recommendations overall. These three, in various orders, were the highest rated in every province and territory, with two exceptions. In Quebec, "establishing a career ladder" ranked third, with "improving benefits" fourth, while in the Northwest Territories, "providing better supplies" and "improving working conditions" tied for third, again with "improving benefits" rated slightly lower.

On a position-by-position basis, the same three recommendations were consistently chosen, with "providing a better salary" or "promoting more respect" always first or second, and "providing better benefits" always third. The mean rating for "promoting more respect" increased from 4.6 for Assistant Teachers to 4.8 for Teacher-Directors and Administrative-Directors.

"It will be nice when our profession has a respectable identity so we can be proud of ourselves."

The same three recommendations ranked at the top for staff in both commercial and non-profit centres. For municipal centre staff, however, "providing regularly scheduled preparation time" ranked third, ahead of "improving benefits".

Table 14

Recommendations for the Child Care Field Ranked by Mean Rating

Recommendation	Mean rating (/5)
Providing a better salary	4.8
Promoting more respect for child care workers in today's society	4.7
Improving benefits	4.6
Improving working conditions	4.3
Providing regularly scheduled (not overtime) preparation time	4.3
Establishing a career ladder	4.3
Providing better supplies to do the job of child care	4.2
Providing staff with a greater decision-making role in caring for the children	4.1
Providing on going or continuing education	4.1
Providing regular breaks	4.1
Providing regularly scheduled time to communicate with parents	4.0
Reducing the child to staff ratios	3.8
Reducing the time child care workers need to spend on administrative tasks	3.4

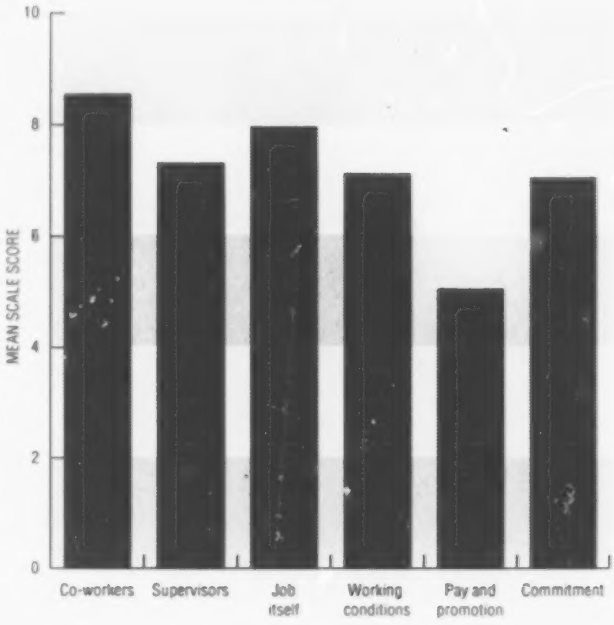
9 Satisfaction

Staff satisfaction with their current centre was assessed using a modified version of the Early Childhood Job Satisfaction Survey (Jorde-Bloom, 1988). A checklist of 60 items was used to generate an overall satisfaction score and a commitment score, as well as scores on the following aspects of overall satisfaction: relationship with co-workers, relationship with supervisors, feelings about the job, feelings about the working conditions, and the pay and promotion opportunities. For each of the aspects of overall satisfaction, and for commitment, staff completed 10 items resulting in a score from zero to 10. The overall satisfaction score is the sum of the five components, and therefore ranges from zero to 50.

Figure 15 shows the national mean scores for commitment and each of the components of satisfaction. Provincial and territorial breakdowns can be found in Table A36. The overall mean satisfaction score was 36 (out of 50). The most satisfying aspect for staff was the relationship with co-workers, with a mean of 8.6, while pay and promotion opportunities, with a mean score of 5.1, was the least satisfying aspect. There was a high degree of similarity across provinces and territories in the relative ranking of the various aspects of satisfaction. Pay and promotion was the least satisfying aspect for all provinces and territories, while the relationship with co-workers was the most satisfying for all but staff in the Yukon, for whom "the job" was the most satisfying. For all other provinces and territories, "the job" was the second most satisfying aspect.

British Columbia staff were the most satisfied of all provinces and territories; they were also consistently amongst the most satisfied on each of the five aspects.

FIGURE 15
MEAN SCORES ON THE COMMITMENT SCALE AND SATISFACTION SUBSCALES



The second most satisfied staff were in Prince Edward Island, where satisfaction with working conditions was the only aspect that was not above the national mean. Staff in the Northwest Territories were the least satisfied overall, and also lowest on every aspect of satisfaction except for pay and promotion opportunities. The province with the lowest satisfaction was Alberta, where all components of satisfaction were low compared with other provinces.

Satisfaction and commitment were both related to centre auspice, as shown in Figure 16. Except for satisfaction with co-workers, which was lowest for municipal centre staff, commercial centre staff had the lowest satisfaction scores. Commitment was also lower for commercial centre staff than for non-profit or municipal staff. On a province-by-province basis, there were

FIGURE 16
MEAN SATISFACTION SCORES, BY AUSPICE

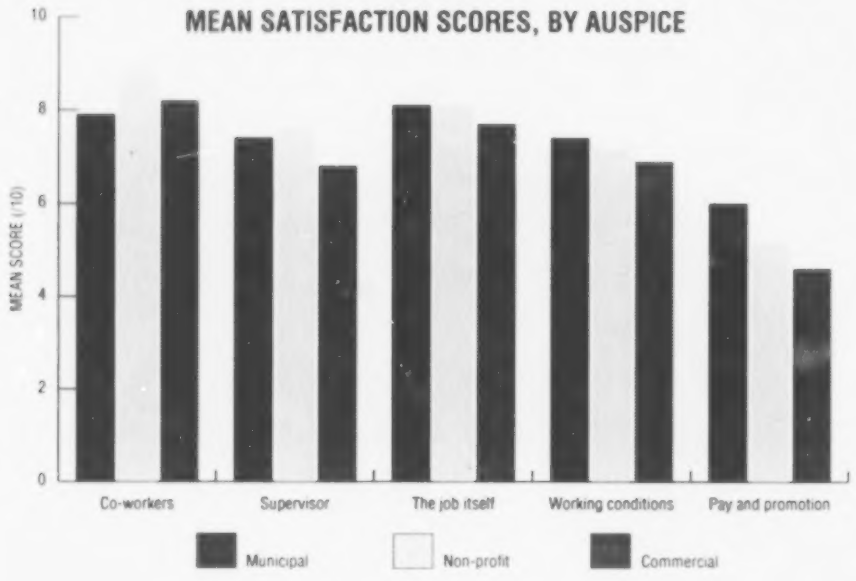
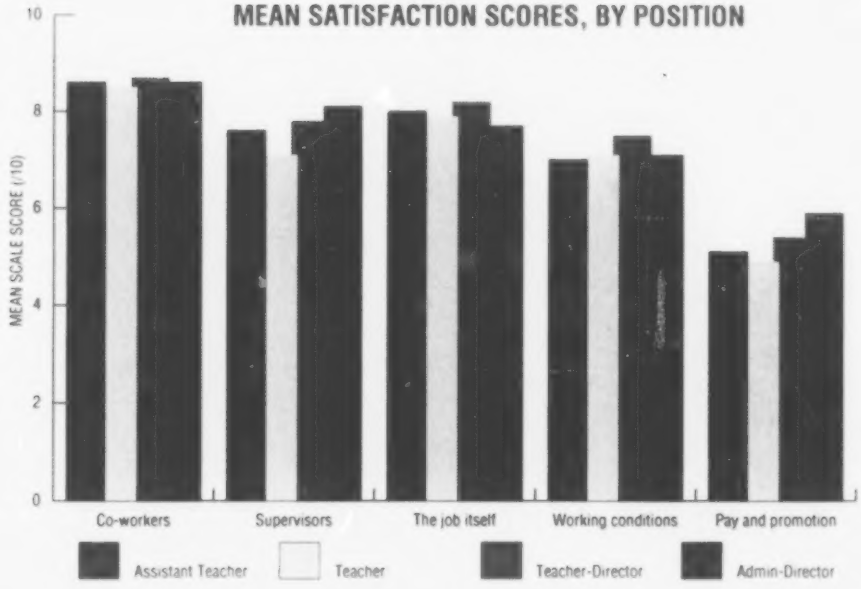


FIGURE 17
MEAN SATISFACTION SCORES, BY POSITION



some exceptions to the rule of lower satisfaction and commitment in commercial centres. In Prince Edward Island, for example, both commitment and all aspects of satisfaction were higher for staff in commercial centres than for those in non-profit centres. The same was true for Nova Scotia staff, with the exception of satisfaction with pay and promotion opportunities.

There was also a trend, though weaker, relating satisfaction and commitment to job position. As Figure 17 shows, most aspects of satisfaction were higher for those in the two director positions than for Assistant Teachers and Teachers.

9.1 Current Job Compared With Ideal Job

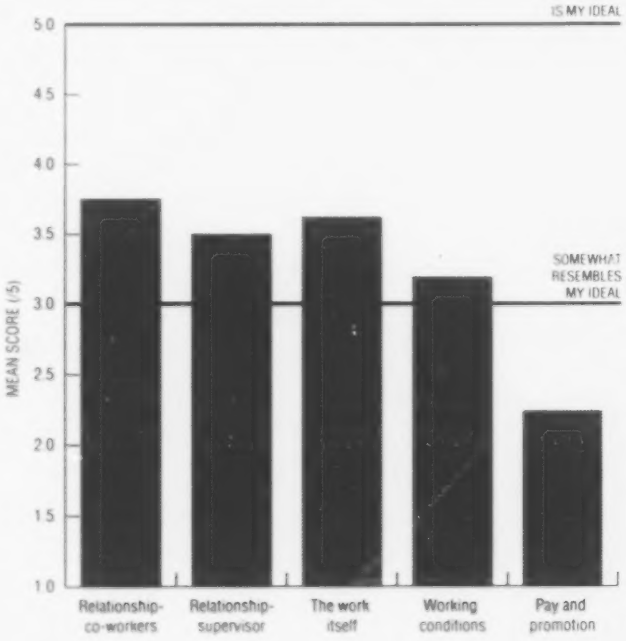
Staff were also asked to rate their current job relative to their ideal job on the same five aspects of satisfaction discussed above. On each of the five aspects, a five-point scale was used, with "not like my ideal at all" represented by a score of one, "somewhat resembles my ideal" in the middle with a score of three, and "is my ideal" scored as five. Staff scores were summarized by calculating the mean.

The results, as shown in Figure 18, mirror the scores of the satisfaction subscales. "Relationship with co-workers" was closest to ideal, followed by "the work itself", "relationship with supervisor", "working conditions", and finally "pay and promotion", the only aspect for which the mean score was below the midpoint of the scale. Provincial means on each of these aspects are shown in Table A37. Staff in Prince Edward Island rated their relationships with co-workers and supervisors as closer to the ideal than did staff elsewhere. In contrast, Northwest Territories staff gave the lowest ratings on relationships with co-workers and with supervisors, though their rating of pay and promotion was the highest in Canada.

There was no relationship between job position and the ratings on the ideal job, except for the aspect of pay and promotion opportunities. On this aspect, ratings increased from 2.2 for Assistant Teachers and Teachers, to 2.4 for Teacher-Directors, to 2.6 for Administrative-Directors.

Centre auspice was a factor in most aspects of the ideal job ratings. "Relationship with co-workers" was lowest for staff in municipal centres, with a mean rating of 3.3 compared to 3.7 for staff in other centres.

FIGURE 18
ASPECTS OF PRESENT JOB COMPARED TO IDEAL JOB



"As a day care worker, I sometimes spend up to nine hours per day with these children. I am moulding young minds, influencing attitudes, and expressing morals. In a way, I am raising these children and the government and society needs to realize how important child care workers really are."

Non-profit centre staff rated the "relationship with supervisor" highest, at 3.6 versus 3.3 for staff elsewhere. Ratings on "working conditions" increased from 3.0 for commercial centre staff, to 3.3 for non-profit centre staff, to 3.5 for municipal centre staff. The same auspice trend was shown for "pay and promotion opportunities", with ratings increasing from 2.1 to 2.3 to 2.9. These trends parallel the satisfaction scores noted in the last section.

9.2 Feelings About the Child Care Field

Staff were asked to respond to three open-ended items concerning their feelings about working in the field of child care. The responses to these questions were subjected to an item analysis, allowing all answers to be grouped into one of nine categories. These categories are:

- "the nature of the work,
- motivation,
- dealings with society and government,
- co-workers,
- personal and professional development,
- working conditions,
- pay and promotion,
- superiors, and
- other."

A list of specific responses given within each category can be found in Appendix C.

The first open-ended item concerned staff's feelings about the positive aspects of the child care field. As Table 15 shows, two categories of response were mentioned by the majority of staff: "the nature of the work" and "motivation". This result was replicated for all provinces and territories; the only exceptions being Newfoundland, and Quebec. In Newfoundland, where "motivation" was mentioned slightly more often than "the nature of the work". In Quebec, although "motivation" was the second ranking response, it was mentioned by less than half of staff. With respect to auspice, fewer municipal centre staff mentioned "dealings with society and government", and more mentioned "pay and promotion" than did staff in other types of centres. Provincial and territorial breakdowns can be found in Table A38.

The second open-ended item asked about the negative aspects of the child care field. As Table 16 shows, 70% of all staff mentioned "pay and promotion", followed by "dealings with society and government" and "motivation". The only province/territory with a minority of staff mentioning "pay and promotion" was the Northwest Territories. "Dealings with society and government" was mentioned frequently as a negative aspect by staff in British Columbia; "motivation" was an important negative

Table 15

Positive Aspects of Working in the Child Care Field

Aspect	Percentage of staff
Nature of the work	80%
Motivation	55
Dealings with society and government	14
Co-workers	10
Personal/professional development	8
Working conditions	5
Pay and promotion	4
Superiors	1
Other	0

factor in the Yukon; and "the nature of the work", "personal and professional development", and "co-workers" were mentioned most often in the Northwest Territories. As with the positive aspects, municipal centre staff were distinct from other staff in some respects. "Pay and promotion" was seen to be negative for 52% of municipal staff, compared with over 70% for other staff. "Motivation" and "the nature of the work" were aspects for which municipal centre staff had higher proportions of negative responses. Provincial and territorial breakdowns can be found in Table A39.

Staff were also to identify those aspects of working in the field which keep them there, as shown in Table 17. Similarly to the item on positive aspects of the field, "motivation" and "the nature of the work" were the only two respondents chosen by over 15% of the responses. "Motivation" was mentioned by 57% of staff, with Prince Edward Island staff highest at 76%. "The nature of the work" was mentioned by 49% of staff with little provincial/territorial variation, except for the Northwest Territories at 39%. Provincial and territorial breakdowns can be found in Table A40.

No substantial differences existed between staff in different auspices.

The proportion mentioning "motivation" was about the same as for the item on positive aspects of the field. In contrast, the proportion mentioning "the nature of the work" was substantially lower than the proportion mentioning this factor as a positive aspect. This may indicate that the work itself attracts people to the child care field, while the emotional attachments formed during work act to sustain staff in their job in spite of the dissatisfaction with pay and promotion opportunities.

Table 16

Negative Aspects of Working in the Child Care Field

Aspect	Percentage of staff
Pay and promotion	70%
Dealings with society and government	35
Motivation	25
Nature of the work	22
Working conditions	20
Superiors	5
Personal/professional development	4
Co-workers	3
Other	0

Table 17

What Keeps Staff Working in the Child Care Field

Aspect	Percentage of staff
Motivation	57%
Nature of the work	49
Personal/professional development	13
Dealings with society and government	12
Pay and promotion	7
Co-workers	7
Working conditions	2
Superiors	1
Other	4

9.3 Satisfaction and Frustration With Current Job

In the section concerning satisfaction with the centre, staff were asked two open-ended items addressing those aspects of their current jobs which were most satisfying and most frustrating. The same categories were used as those for the open-ended items about working in the field of child care.

As Table 18 shows, "motivation", at 60%, followed by "the nature of the work", at 50%, and "co-workers", at 37%, were the three most satisfying aspects of the current job, and the only three with proportions over 15%. "Motivation" was mentioned by a majority of staff in every province and territory, with the highest proportions in the Yukon and Newfoundland, at 81% and 79% respectively. For British Columbia, "the nature of the work" was most often

Table 18

Most Satisfying Aspects of the Current Job

Aspect	Percentage of staff
Motivation	60%
Nature of the work	50
Co-workers	37
Working conditions	11
Pay and promotion	8
Superiors	5
Personal/professional development	3
Dealings with society and government	3
Other	0

Table 19

Most Frustrating Aspects of the Current Job

Aspect	Percentage of staff
Pay and promotion	52%
Nature of the work	41
Working conditions	20
Dealings with society and government	17
Superiors	15
Co-workers	12
Motivation	7
Personal/professional development	4
Other	0

mentioned, ahead of "motivation". "Working conditions" was mentioned by 22% of Quebec staff, double the national proportion. Satisfaction differed according to centre auspice for "co-workers", who were mentioned as a satisfying aspect of the job by 29% of commercial centre staff compared with 42% of non-profit centre staff. Provincial and territorial breakdowns can be found in Table A41.

Table 19 shows the most frustrating aspects of the current jobs of staff. "Pay and promotion" was the most frequently mentioned aspect at 52%, followed by "the nature of the work" at 41%, "working conditions" at 20%, and "dealings with society and government" at 17%. The proportion of staff choosing "pay and promotion" was highest for those in Quebec, New Brunswick, and Newfoundland. Yukon and Northwest Territories staff, relative to the 10 provinces, were more frustrated with "co-workers". With respect to auspice, municipal centre staff were more concerned with "the nature of the work" and "co-workers", and less frustrated with "pay and promotion" and "superiors" than staff from other auspices. Provincial and territorial breakdowns are reported in Table A42.

9.4 Influence on Decision-making

Figure 19 shows the influence on decision-making that staff feel they currently have and would like to have in five areas of organizational actions. In each area, staff chose a response on a three-point scale from zero to two, where zero means "very little influence", one means "some influence" and two means "a lot of influence". Staff currently have the most influence on planning and scheduling activities and determining program objectives. In each of the areas staff desired more influence than they currently have. The area where there was the greatest difference between current and desired influence was interviewing and hiring new staff; this area scored lowest on current influence on decision-making.

Provincial comparisons can only be made reliably on a position-by-position basis, since influence is a function of job position, and the ratio of "non-Directors" to "Directors" varies widely between provinces and territories. A province like British Columbia, for example, with a ratio of non-Directors (Assistant Teachers and Teachers) to Directors of 2.8, will naturally have a higher average influence over organizational decisions than Quebec, where the same ratio is about 8.5. Teachers in Ontario and British Columbia had the highest overall current decision-making influence, while those in the Northwest Territories

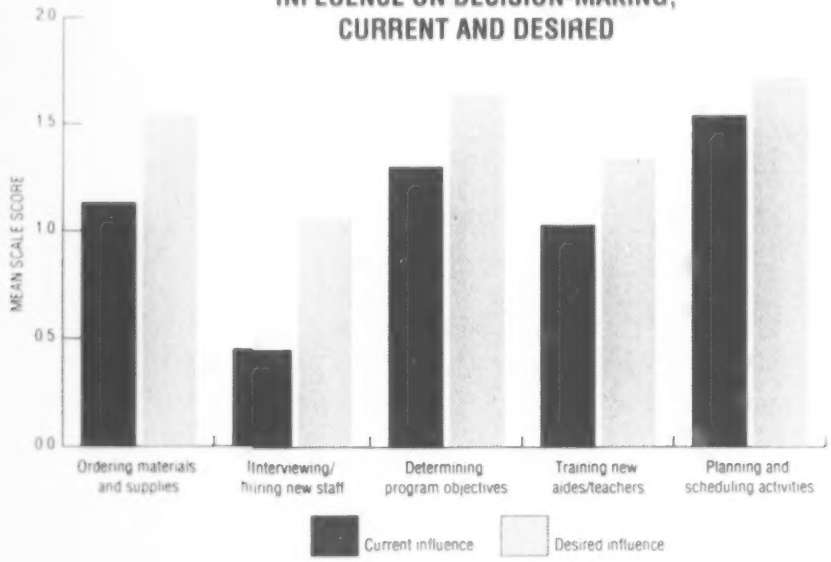
and Alberta had the lowest. For Teacher-Directors, staff in the Yukon and British Columbia had the most influence, while the lowest scores were in Alberta and Newfoundland.

Compared with Teachers in other auspices, commercial staff reported less influence on ordering materials and supplies, training new staff, and planning and scheduling activities. Municipal centre staff had the least current influence on interviewing and hiring new staff. Teachers in non-profit centres had the most influence on organizational decisions and actions.

The current and desired influence scores were also used to calculate a difference score, which represents the amount of additional influence staff would like to have. Teachers in Newfoundland and the Northwest Territories wanted the most additional overall influence, while those in Saskatchewan and New Brunswick desired the least. For Teacher-Directors, the staff in the two provinces with the lowest current overall influence, Newfoundland and Alberta, desired the most additional decision-making power. Their counterparts in Prince Edward Island and the Yukon had the lowest difference between current and desired influence.

There were some differences in additional desired influence between staff of different auspices. Commercial centre staff were the most likely to want added influence over ordering materials and supplies; this is consistent with their status as having the least current influence on these decisions. Similarly, Teachers in municipal centres were most likely to want additional influence over interviewing and hiring new staff. Teachers in non-profit centres generally had the least desire for additional decision-making influence, which is again in keeping with their relatively high current influence.

FIGURE 19
INFLUENCE ON DECISION-MAKING, CURRENT AND DESIRED



9.5 Perceived Respect

Staff were asked whether they believed they were respected by a variety of groups. Eight out of 10 staff believed they had the respect of the families with children in their centres. Eighty-three per cent believed they were respected by other child care professionals. Three-quarters believed their own families respected the work they did. Only 16% of staff believed the public at large respected them. Provincial and territorial breakdowns are reported in Table A43.

These figures were not greatly affected by auspice.

Table A36

Satisfaction Scores, by Province/Territory

Province	Mean score (/10)					Mean score (/50)
	Co-workers	Supervisor	The job	Working conditions	Pay and promotion	Overall score
British Columbia	9.1	7.7	8.2	7.5	5.3	38.7
Alberta	8.3	6.9	7.7	7.1	4.7	34.6
Saskatchewan	8.5	7.6	8.1	7.4	4.8	36.3
Manitoba	8.8	7.5	8.0	7.4	5.2	36.8
Ontario	8.6	7.3	8.0	7.3	5.4	36.6
Quebec	8.5	7.4	8.0	6.6	4.7	35.2
New Brunswick	8.7	7.6	8.3	7.5	4.7	36.7
Nova Scotia	8.5	7.0	7.9	7.4	4.7	35.2
P.E.I.	9.1	7.9	8.2	7.1	5.3	37.6
Newfoundland	8.9	7.4	8.2	7.2	4.6	35.8
Yukon	8.0	7.6	8.2	6.7	4.8	35.1
Northwest Territories	7.7	6.0	7.5	6.1	5.7	32.9
National	8.6	7.3	8.0	7.1	5.1	36.0

Table A37

Aspects of the Job Compared With "Ideal Job", by Province/Territory

Province	Mean score (/5)				
	Relationship		The work	Working conditions	Pay/promotion opportunities
	Co-workers	Supervisor			
British Columbia	3.9	3.7	3.6	3.2	2.1
Alberta	3.7	3.5	3.5	3.2	2.1
Saskatchewan	3.7	3.7	3.6	3.3	2.0
Manitoba	3.9	3.6	3.7	3.4	2.4
Ontario	3.7	3.5	3.7	3.3	2.5
Quebec	3.7	3.4	3.6	2.8	1.9
New Brunswick	4.0	3.8	3.8	3.3	2.0
Nova Scotia	3.8	3.3	3.6	3.4	2.2
P.E.I.	4.3	4.0	3.5	3.4	2.4
Newfoundland	4.0	3.8	3.5	3.3	1.8
Yukon	3.4	3.4	3.7	3.1	2.2
Northwest Territories	3.4	2.8	3.3	3.2	2.7
National	3.7	3.5	3.6	3.2	2.2

Table A38

Positive Aspects of Working in the Child Care Field, by Province/Territory

Aspect	BC	AB	SK	MN	ON	PQ	NB	NS	PE	NF	YT	NT	NAT
Nature of the work	75%	81%	77%	78%	77%	87%	80%	81%	72%	71%	76%	77%	80%
Motivation	58	55	63	58	61	41	57	60	59	72	64	55	55
Dealings with society	19	11	13	12	16	12	11	13	14	9	6	6	14
Co-workers	9	7	6	11	10	8	3	6	5	5	7	12	10
Personal/professional development	11	12	11	9	6	7	4	6	4	3	12	4	8
Working conditions	9	5	2	3	3	8	5	2	8	8	0	0	5
Pay and promotion	3	3	2	5	5	3	3	1	5	1	10	3	4
Superiors	1	0	0	1	1	2	1	0	0	1	0	0	1

Table A39

Negative Aspects of Working in the Child Care Field, by Province/Territory

Aspect	BC	AB	SK	MN	ON	PQ	NB	NS	PE	NF	YT	NT	NAT
Pay and promotion	77%	72%	70%	68%	70%	68%	79%	75%	68%	75%	79%	44%	70%
Dealings with society	45	18	38	39	41	33	22	41	26	33	30	31	35
Motivation	26	20	21	31	28	25	9	22	27	23	36	19	25
Nature of the work	17	26	22	23	21	22	18	12	24	18	11	36	22
Working conditions	20	15	20	16	20	25	18	19	29	15	28	5	20
Superiors	1	7	4	4	4	6	3	1	0	3	0	0	5
Personal/professional development	4	9	5	4	4	2	3	3	0	5	9	15	4
Co-workers	2	4	1	3	3	1	1	1	0	1	0	25	3

Table A40

What Keeps Staff Working in the Child Care Field, by Province/Territory

Aspect	BC	AB	SK	MN	ON	PQ	NB	NS	PE	NF	YT	NT	NAT
Motivation	55%	58%	60%	53%	57%	55%	60%	62%	76%	56%	53%	55%	57%
Nature of the work	53	47	49	49	49	49	49	49	41	49	48	39	49
Personal/professional development	14	14	12	13	11	15	10	13	4	8	17	15	13
Dealings with society	19	7	12	12	14	11	7	9	12	19	9	10	12
Pay and promotion	6	9	7	10	7	8	1	6	3	3	3	16	7
Co-workers	7	6	8	9	7	9	4	2	5	1	11	0	7
Working conditions	6	4	2	3	1	3	3	2	11	4	0	3	2
Superiors	1	1	1	1	1	0	2	0	2	4	3	0	1
Other	1	6	7	6	4	3	5	6	1	5	3	7	4

Table A41

Most Satisfying Aspects of the Current Job, by Province/Territory

Aspect	BC	AB	SK	MN	ON	PQ	NB	NS	PE	NF	YT	NT	NAT
Motivation	56%	69%	71%	64%	58%	51%	72%	67%	71%	79%	81%	69%	60%
Nature of the work	58	48	47	41	51	51	48	51	53	33	48	43	50
Co-workers	33	33	31	44	37	41	35	39	35	32	33	34	37
Working conditions	8	9	6	8	7	22	6	6	10	17	0	4	11
Pay and promotion	4	5	4	9	11	6	4	8	4	2	8	11	8
Superiors	2	5	4	5	7	5	8	3	7	0	0	7	5
Personal/professional development	4	3	4	2	4	1	1	2	3	0	9	3	3
Dealings with society	7	1	3	3	3	3	1	2	3	5	0	0	3

Table A42

Most Frustrating Aspects of the Current Job, by Province/Territory

Aspect	BC	AB	SK	MN	ON	PQ	NB	NS	PE	NF	YT	NT	NAT
Pay and promotion	43%	52%	56%	44%	44%	71%	65%	59%	37%	66%	49%	31%	52%
Nature of the work	47	43	40	45	44	33	38	40	48	43	34	47	41
Working conditions	23	11	13	16	22	22	21	16	23	15	15	13	20
Dealings with society	16	10	19	21	19	21	12	16	18	18	13	11	17
Superiors	10	16	12	14	17	11	10	15	14	10	8	29	15
Co-workers	10	15	15	12	14	8	8	11	13	3	23	28	12
Motivation	8	10	7	7	5	6	5	8	9	9	10	12	7
Personal/professional development	7	6	6	6	5	1	2	6	8	1	6	8	4

Table A43

Perceived Respect from Various Groups, by Province/Territory

Province	Families of centre children	Other child care staff	Other professionals	Own family	Friends	The public at large
British Columbia	79	89	52	79	68	16
Alberta	88	78	35	74	56	19
Saskatchewan	72	85	36	78	69	17
Manitoba	76	92	39	80	64	8
Ontario	80	85	40	74	65	12
Quebec	68	78	50	77	67	23
New Brunswick	85	74	43	81	75	32
Nova Scotia	78	89	43	80	67	15
P.E.I.	83	79	52	81	68	14
Newfoundland	81	82	50	78	70	27
Yukon	64	77	39	55	69	19
Northwest Territories	88	72	27	67	67	13
National	79	83	42	75	64	16

10 Telephone Recontact Re: Turnover

Staff turnover rates were analyzed in two different ways in this study. Directors were asked in the Director's questionnaire about the staff turnover in their centres over the previous year. These results are discussed in the next section. Turnover was also directly measured by gathering information from staff, as discussed in this section.

In December 1991, six months after survey questionnaires were mailed to respondents, 300 staff people were randomly selected and stratified by province, for inclusion in a follow-up telephone contact regarding turnover rates. Names of these staff people were selected from 1,400 questionnaires in which staff had identified themselves as willing to be recontacted.

Of the 300 staff randomly selected, 270 could be contacted. Of the 270 staff recontacted, 80% were working at the same child care centre as they were when first surveyed in June, 1991.

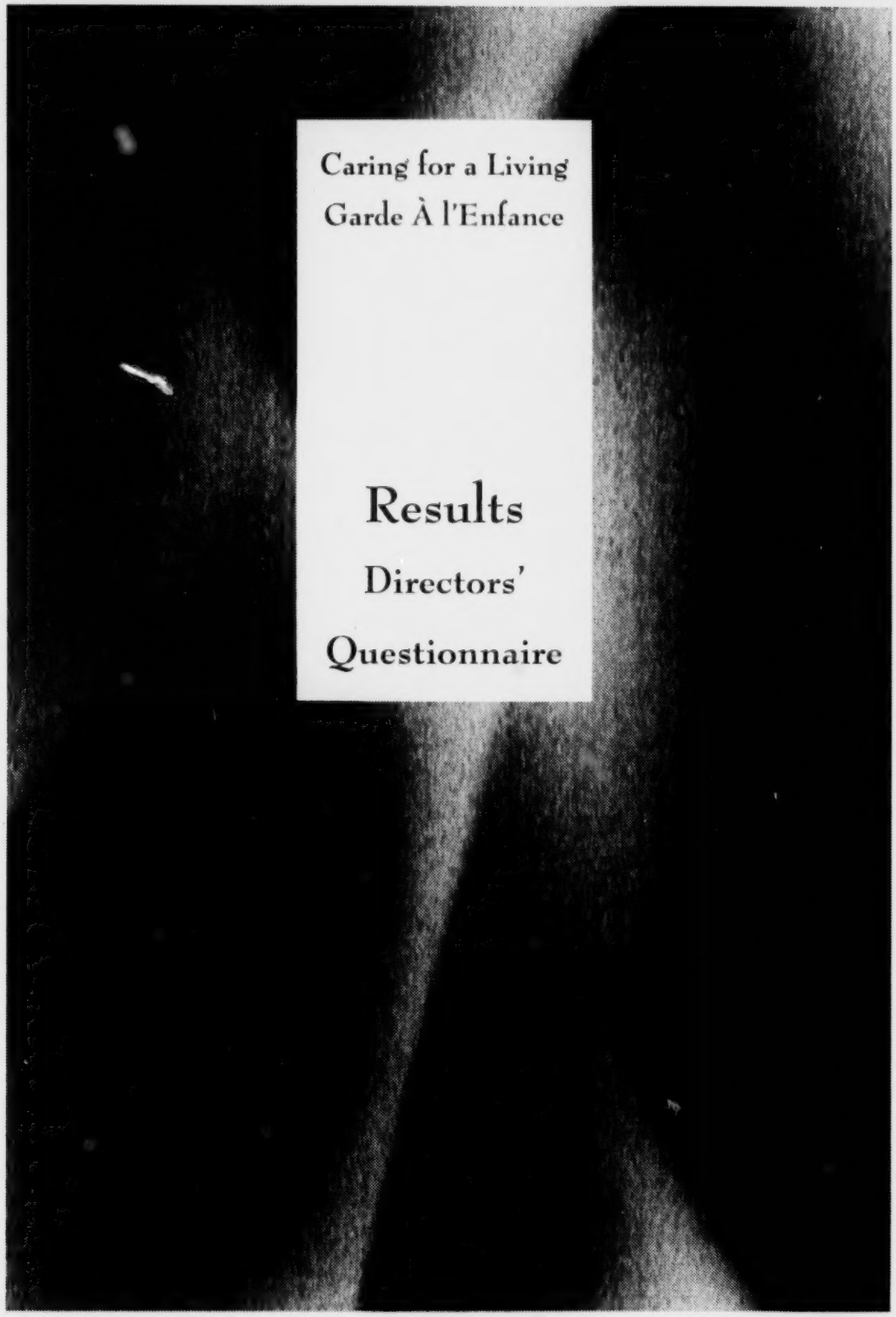
Ninety-one per cent of these people were also working at the same job in the centre. Of the 9% who had changed jobs within the centre, 42% had been promoted. The remaining 58% had moved laterally, for example, working with a new group of children.

For the 20% of staff who were no longer at their centres, 14 different reasons were given for their departure. These reasons are listed below in order of decreasing frequency.

Leave of absence	17%
Better job	17
Fired/laid off	12
Back to school	10
Moved	10
Lack of full-time work	6
Centre closed	6
Teaching in school system	6
Term position	4
Staff problems	4
Needed a change	4
Quit	2
New owner	2
Distance from centre	2

"...We need to work on respect for teachers and money first in order to keep staff interested. I would love to stay in day care, but with bills from my schooling I must look to schools — where income is higher and benefits are better."

Staff who left their jobs were asked if they were still working in the child care field. Sixty per cent of staff were not currently doing child care work.



Caring for a Living
Garde À l'Enfance

Results
Directors' Questionnaire

11 Turnover Rates

The question of turnover was also asked of Directors in their questionnaire regarding all staff working in their centre. On a national basis, 26% of staff left their jobs in their centres over a one-year period. Of this 26%, 10% of staff were fired, 6% were laid off because of low enrolment, 60% quit, and 10% left on a leave of absence, most often a maternity leave.

Turnover rates varied greatly between provinces/territories, with high turnover rates in the Yukon at 84%, Northwest Territories at 65%, and Alberta at 42%. Prince Edward Island and Ontario had the lowest turnover rates at 16% and 19%, respectively. Table A44 indicates turnover rates on a provincial and national basis, reported by Directors for each position and overall.

The percentage of staff who left the centre declined with job position, from a high of 30% for Assistant Teachers, to a low of 9% for Administrative-Directors. The reasons for turnover are also related to position. The proportion of staff who were fired or laid off decreased with job position: from 25% for Assistant Teachers, and 17% for Teachers to 4% and 6% for Teacher-Directors and Administrative-Directors, respectively. With increasing position, the percentage taking a leave of absence increased; the proportions were 6%, 10%, 21%, and 36%. Teachers, at 64%, and Teacher-Directors, at 60%, were most likely to quit the centre.

Tables A45a to A45d indicate turnover rates and reasons for leaving, both nationally and for all provinces and territories, for each of the four job positions.

11.1 Assistant Teachers

Thirty per cent of all Assistant Teachers left their centres over a one-year period. Table A45a shows that the Yukon had the highest turnover rate at 93% and Prince Edward Island had the lowest rate at 11%. Of those who left, 54% quit; quitting was the most common reason in every province and territory except Prince Edward Island and the Northwest Territories, where the majority of Assistant Teacher turnover was due to firing. New Brunswick and Prince Edward Island had the highest proportion of Assistant Teachers leaving due to layoffs.

"Turnover in day care staff would be lower if wages and benefits were better. There should be a salary scale in place that is standard for everyone working in the day care field."

11.2 Teachers

Table A45b indicates that nationally, 26% of all Teachers left their jobs over a one-year period. This figure ranged from a low of 22% in Ontario, to provincial highs of 35% in New Brunswick and Newfoundland. Fifty-four per cent of Teachers in the Northwest Territories and 64% in the Yukon left their jobs over a one-year period. Quitting, at 64%, was the dominant reason for leaving the centre. In every province and territory, it was the most common reason given. Being fired and taking a leave of absence were next most common nationally, each at 10%. The percentage of Teachers fired or laid off was highest in the Yukon and New Brunswick, while leaves of absence were most common in the Yukon, Quebec, and Manitoba.

11.3 Teacher-Directors

Table A45c indicates that 15% of Teacher-Directors left their centres during the previous year. The Northwest Territories had the highest turnover rate, at 83%, with the Yukon second highest at 43%. All provinces were below 20%, with Newfoundland lowest at 9%. Of those who

left, 60% quit the centre, with another 21% taking a leave of absence. Quitting was the most common reason for leaving in every province and territory except Alberta, Quebec, and Prince Edward Island, where leaves of absence were more common. Very few Teacher-Directors were fired or laid off, except in Nova Scotia, where 19% were laid off, and Saskatchewan, where 12% were laid off.

11.4 Administrative-Directors

Table A45d indicates that amongst Administrative-Directors, only 9% left their positions during the previous year. Only the Yukon had a high turnover rate, but the rate was based on only two centres. For the 9% of Administrative-Directors who left their centres, 6% were fired, 41% quit, and 36% were on a leave of absence. In British Columbia, turnover was due only to quitting, while in Ontario, leaves of absence accounted for 72% of the turnover.

Table 20 reports turnover rates by auspice and job position. Staff working in non-profit centres left their centre less frequently than did staff in municipal or commercial centres. Staff turnover rates in non-profit centres was 22%, in municipal centres, 29%, and in commercial centres, 30%. However, turnover rates for Administrative-Directors were only 3% for staff in commercial centres, compared with 14% for staff in non-profit centres. Forty one per cent of Assistant Teachers working in commercial centres left their jobs, the highest proportion for any auspice/position combination.

11.5 External Turnover Comparisons

Turnover Comparisons to Other Occupations

The most recent information available about Canadian turnover in different occupations is from 1988 (Statistics Canada, 1992). Over all jobs, the 1988 separation rate was 37.6%, which can be divided into a "permanent" separation rate of 23.8% and a "temporary" separation rate of 13.8%. The turnover rate for this study of 26% reflects both aspects of turnover; therefore, in full-day child care centres, the turnover rate is below the national average.

For workers in education or related fields (which would include child care staff), the overall separation rate was 27.4%, much lower than the national average, and similar to the results of this study. However, the permanent separation rate was only 9.7%; this is clearly lower than in this study, where 70% of the staff who left had quit or were fired. Therefore, for staff in the same general occupational group, child care staff have a high turnover rate.

Table 20

Turnover Rates by Auspice, by Job Position

Auspice	Assistant Teacher	Teacher	Teacher-Director	Admin-Director	All positions
Municipal	29.2%	35.0%	0.0%	0.0%	29.0%
Non-profit	22.5	23.5	15.9	13.56	21.7
Commercial	40.8	28.5	15.9	3.4	30.3

While external comparisons have their place, they do not account for the differing consequences of turnover in different occupations. There are certainly negative effects of turnover in all industries, but in child care, consistency of caregiving is absolutely critical to the children and the quality of the care they receive.

Turnover Comparisons to Other Wage and Working Conditions Studies

As stated earlier in this report, comparisons to the U.S. National Child Care Staffing study (Whitebook et al., 1989) are not particularly valid, due to different study designs and inherent differences in the two countries' child care systems. However, both are national studies, and both used the same methodology to measure turnover. The overall turnover rate was 41% in the U.S. study, and the direct staff measure of turnover found a 37% rate in just six months; both are substantially higher than the results of this study.

Comparisons of turnover are more easily made between this study and four recent Canadian provincial studies. The Nova Scotia study (Ferguson, 1990) found a turnover rate of 31%, compared with 30% for Nova Scotia in the current study. In Alberta, Read and LaGrange (1990) found a 43% turnover rate, 1% higher than the Alberta rate in this study. In the Manitoba study (Social Planning Council of Winnipeg, 1991) turnover rates were calculated differently. They found that the median proportion of staff leaving their centre was 0.33, somewhat higher than the 0.18 level found for Manitoba in the present study. The New Brunswick study (Applied Management Consultants, 1992) found turnover rates ranging from 16% to 64%, depending on qualifications, which is similar to the present results of 15% to 35%, depending on job position. Overall, there is a remarkable similarity between the provincial study results and the results of this study; such replications confirm the accuracy of the findings.

Table A44

Turnover Rates by Position, by Province/Territory

Province	Overall	Assistant Teacher	Teacher	Teacher-Director	Admin-Director
British Columbia	28%	47%	25%	14%	9%
Alberta	42	76	32	16	17
Saskatchewan	26	25	29	15	20
Manitoba	22	24	23	12	14
Ontario	19	18	22	16	8
Quebec	23	21	32	19	7
New Brunswick	28	24	35	15	17
Nova Scotia	24	20	30	7	0
P.E.I.	16	11	26	6	0
Newfoundland	27	41	35	9	0
Yukon	84	93	64	43	100
Northwest Territories	65	74	54	83	0
National	26%	30%	26%	15%	9%

Table A45a

Percentage Turnover and Reasons for Turnover for Assistant Teachers, by Province/Territory

Province	Overall	Fired	Laid off, low enrol.	Laid off, other	Quit	On leave	Don't know	Other
British Columbia	47%	10%	6%	3%	70%	4%	2%	5%
Alberta	76	11	11	5	52	2	18	0
Saskatchewan	25	0	15	0	59	13	0	13
Manitoba	24	8	3	9	66	8	2	3
Ontario	18	6	5	2	48	6	24	10
Quebec	21	19	11	0	54	13	0	3
New Brunswick	24	23	23	9	29	7	0	9
Nova Scotia	20	0	15	0	81	4	0	0
P.E.I.	11	50	25	0	25	0	0	0
Newfoundland	41	5	0	0	78	0	0	17
Yukon	93	15	18	4	58	3	3	0
Northwest Territories	74	53	0	0	44	0	3	0
National	30%	13%	9%	3%	54%	6%	11%	4%

Table A45b

Percentage Turnover and Reasons for Turnover for Teachers, by Province/Territory

Province	Overall	Fired	Laid off, low enrol.	Laid off, other	Quit	On leave	Don't know	Other
British Columbia	25%	15%	6%	2%	51%	16%	8%	2%
Alberta	32	6	5	5	65	8	11	0
Saskatchewan	29	9	13	0	62	10	5	1
Manitoba	23	17	3	5	57	15	3	0
Ontario	22	7	2	4	76	8	2	1
Quebec	32	18	0	0	47	16	2	18
New Brunswick	35	9	17	0	69	6	0	0
Nova Scotia	30	19	9	3	46	5	17	1
P.E.I.	26	8	27	10	44	10	0	0
Newfoundland	35	6	11	0	64	12	6	0
Yukon	64	28	8	0	39	17	0	0
Northwest Territories	54	7	0	0	93	0	0	0
National	26%	10%	4%	3%	64%	10%	6%	3%

Table A45c

Percentage Turnover and Reasons for Turnover for Teacher-Directors, by Province/Territory

Province	Overall	Fired	Laid off, low enrol.	Laid off, other	Quit	On leave	Don't know	Other
British Columbia	14%	0%	0%	0%	85%	15%	0%	0%
Alberta	16	0	0	0	31	41	0	28
Saskatchewan	15	0	0	12	50	25	0	13
Manitoba	12	9	0	0	74	17	0	0
Ontario	16	5	0	0	78	0	16	0
Quebec	19	0	0	0	0	100	0	0
New Brunswick	15	0	0	0	35	0	0	65
Nova Scotia	7	0	0	19	47	0	34	0
P.E.I.	6	0	0	0	0	100	0	0
Newfoundland	9	0	0	0	100	0	0	0
Yukon	43	0	0	0	50	25	25	0
Northwest Territories	83	0	0	0	100	0	0	0
National	15%	3%	0%	1%	60%	21%	8%	7%

Table A45d

Percentage Turnover and Reasons for Turnover for Administrative-Directors, by Province/Territory

Province	Overall	Fired	Laid off, low enrol.	Laid off, other	Quit	On leave	Don't know	Other
British Columbia	9%	0%	0%	0%	100%	0%	0%	0%
Alberta	20	0	0	0	0	32	0	68
Saskatchewan	20	0	0	0	85	15	0	0
Manitoba	14	0	0	0	77	0	23	0
Ontario	8	0	0	0	29	71	0	0
Quebec	7	33	0	0	67	0	0	0
New Brunswick	17	0	0	0	58	42	0	0
Nova Scotia	0	—	—	—	—	—	—	—
P.E.I.	0	—	—	—	—	—	—	—
Newfoundland	0	—	—	—	—	—	—	—
Yukon	100	50	0	0	50	0	0	0
Northwest Territories	0	—	—	—	—	—	—	—
National	9%	6%	0%	0%	41%	36%	1%	15%

12 Reasons for Leaving

After identifying the number of staff in each position who left the centre in the past year, and indicating for each the main reason why they left (fired, laid off, quit, leave of absence, etc.), Directors were asked a follow-up item for those who left voluntarily (i.e., quit or took a leave). This follow-up item consisted of a checklist of 17 detailed reasons for leaving voluntarily. Directors were asked to check all reasons that applied to any of these staff in that job position. Because each check may apply to more than one person who left, these results do not provide accurate proportions for each reason that staff leave their centres. However, the results may be used to identify the major reasons for staff who voluntarily left in each position.

For Assistant Teachers quitting their centres, the following reasons were checked by at least 20% of Directors: to take another job, to return to school, due to a family move, and due to dissatisfaction with the pay.

For Teachers, there were two strong reasons: to take another job and due to dissatisfaction with the pay. Taking another job and pregnancy were the major reasons given for Teacher-Directors, while for Administrative-Directors, stress, ill health, and family moves were the important reasons. Regardless of position, staff taking a leave of absence did so most often due to pregnancy.

For those staff who left to take another job, a job unrelated to child care was the most commonly checked response for Assistant Teachers and Teacher-Directors. For Teachers, the most common response was "a similar job in child care". There were too few Administrative-Directors who left to take another job for any meaningful interpretations. Wide differences existed across the provinces and territories. In British Columbia, New Brunswick, and Newfoundland, the consistent tendency was for staff to go to better child care jobs, regardless of position. There was also consistency in Alberta, Quebec, and the Northwest Territories for staff to go to jobs unrelated to child care.

For those staff who left to go to school, most went into a field unrelated to early childhood education. These results apply to Teachers and especially Assistant Teachers; very few Teacher-Directors or Administrative-Directors left their jobs for this purpose. The only exceptions to the trend to go to an unrelated field were for Assistant Teachers in Nova Scotia, Newfoundland, and the Northwest Territories; Teachers in British Columbia and Alberta, who tended to go to an ECE education program; and Assistant Teachers in British Columbia, and Teachers in Manitoba, Ontario, and Nova Scotia, who went to a program in public school education.

13 Replacement of Staff

Directors were also asked to indicate, for the last vacancy in each job position, how long the position had remained vacant, and the overall qualifications of the replacement relative to the staff member who left.

Nationally, the average length of time necessary to replace a staff member was about the same, regardless of position; after about two weeks, approximately 60% of the centres had found a replacement. For Assistant Teachers, as shown in Table A46a, replacing staff took longest in Ontario, Quebec, and Manitoba, where more than 20% of the vacancies took over a month to fill. As Table A46b shows, vacancies in Teacher positions took longest to replace in Ontario, where 25% of the centres needed more than one month to fill the vacancy. British Columbia and Manitoba were also high, with 16% and 15% of the centres, respectively, needing over a month. Provincial breakdowns for Teacher-Directors and Administrative-Directors were not possible due to the low numbers involved.

Regardless of the position being filled, directors reported nationally that replacement staff are more likely to be more qualified than their predecessors than to be less qualified. Table A47a shows that hiring less qualified Assistant Teachers was most likely in Manitoba at 42%, compared with the national average percentage of 22%. Alberta and Quebec centres were most likely to hire less qualified replacement Teachers, each over 30% compared to the 21% national proportion, as shown in Table A47b. In Quebec, there were no replacement Teachers who were rated as more qualified than their predecessors.

Table 21

Length of Time Needed to Fill Staff Vacancies, by Auspice

Auspice	Less than 1 week	1-2 weeks	3-4 weeks	More than a month	Still vacant	Unsure
Municipal	**0.0%**	**4.1%**	**55.1%**	**40.7%**	**0.0%**	**0.0%**
Non-profit	39.7	25.8	12.7	16.8	4.7	0.3
Commercial	38.8	30.8	22.1	3.1	5.2	0.0

Table 22

Relative Qualifications of Replacement Staff by Auspice

Auspice	Much less qualified	Somewhat less qualified	Same	Somewhat more qualified	Much more qualified	Unsure
Municipal	**0.0%**	**4.1%**	**40.7%**	**47.2%**	**7.9%**	**0.0%**
Non-profit	7.2	7.6	49.1	19.6	8.5	8.0
Commercial	5.3	33.0	22.9	17.1	18.4	3.2

"It's really a pity but many child care workers that I know end up feeling like I do now. I'm concerned that all the good child care workers are eventually going to give up — who will be raising tomorrow's society?"

Centre auspice was a significant factor both in the length of time needed to fill a vacant position, and in the relative qualifications of the replacement staff. As Table 21 shows, in non-profit and commercial centres, approximately two-thirds of vacancies were filled within two weeks. In contrast, in municipal centres, 41% of centres required over a month to find a replacement. Municipal centres were also much less likely to hire a less qualified staff person when filling a vacant position. This happened only 4% of the time, compared with 15% for non-profit centres and 38% for commercial centres, as shown in Table 22.

Table A46a

Length of Time Last Assistant Teacher Position Remained Vacant, by Province/Territory

Province	Less than 1 week	1-2 weeks	3-4 weeks	More than a month	Still vacant	Unsure
British Columbia	34.4%	39.9%	20.2%	2.2%	3.3%	0.0%
Alberta	44.5	30.5	22.1	3.0	0.0	0.0
Saskatchewan	35.7	39.9	14.0	0.0	0.0	10.5
Manitoba	39.6	19.2	17.0	20.6	3.6	0.0
Ontario	38.5	15.7	10.2	29.9	5.8	0.0
Quebec	0.0	28.3	33.1	22.9	15.7	0.0
New Brunswick	22.6	51.5	4.7	9.4	7.0	4.7
Nova Scotia	54.8	0.0	18.1	0.0	27.1	0.0
P.E.I.	50.0	50.0	0.0	0.0	0.0	0.0
Newfoundland	54.2	45.8	0.0	0.0	0.0	0.0
Yukon	38.5	50.0	11.5	0.0	0.0	0.0
Northwest Territories	90.9	9.1	0.0	0.0	0.0	0.0
National	29.9%	27.0%	19.6%	16.7%	6.5%	0.2%

Table A46b

Length of Time Last Teacher Position Remained Vacant, by Province/Territory

Province	Less than 1 week	1-2 weeks	3-4 weeks	More than a month	Still vacant	Unsure
British Columbia	34.6%	23.5%	10.3%	15.9%	15.7%	0.0%
Alberta	45.1	29.2	18.4	3.3	3.9	0.0
Saskatchewan	49.5	38.7	8.8	0.0	3.1	0.0
Manitoba	40.4	28.6	15.9	15.0	0.0	0.0
Ontario	32.8	16.9	25.3	25.0	0.0	0.0
Quebec	20.5	28.1	19.9	9.6	21.9	0.0
New Brunswick	27.4	58.9	7.8	0.0	0.0	6.0
Nova Scotia	24.1	43.2	22.2	10.6	0.0	0.0
P.E.I.	14.8	55.6	29.6	0.0	0.0	0.0
Newfoundland	59.6	18.9	10.7	10.7	0.0	0.0
Yukon	50.0	25.0	25.0	0.0	0.0	0.0
Northwest Territories	66.7	16.7	0.0	0.0	16.7	0.0
National	35.6%	25.4%	19.8%	14.6%	4.4%	0.2%

Table A47a

Relative Qualifications of Last Replacement Assistant Teacher, by Province/Territory

Province	Much less qualified	Somewhat less qualified	Same qualific.	Somewhat more qualified	Much more qualified	Unsure
British Columbia	13.9%	10.8%	39.6%	32.4%	0.0%	3.3%
Alberta	0.0	7.8	65.2	16.4	10.6	0.0
Saskatchewan	10.5	17.5	32.9	30.1	0.0	9.1
Manitoba	7.8	33.8	42.0	8.1	4.6	3.7
Ontario	0.0	21.6	49.9	19.1	9.4	0.0
Quebec	8.4	21.4	16.4	42.1	11.7	0.0
New Brunswick	0.0	9.7	36.6	37.9	7.4	8.4
Nova Scotia	24.8	0.0	75.2	0.0	0.0	0.0
P.E.I.	0.0	0.0	0.0	50.0	50.0	0.0
Newfoundland	9.9	9.9	80.2	0.0	0.0	0.0
Yukon	0.0	34.6	26.9	38.5	0.0	0.0
Northwest Territories	0.0	0.0	90.9	0.0	9.1	0.0
National	4.8%	17.3%	42.1%	26.4%	8.5%	1.0%

Table A47b

Relative Qualifications of Last Replacement Teacher, by Province/Territory

Province	Much less qualified	Somewhat less qualified	Same qualific.	Somewhat more qualified	Much more qualified	Unsure
British Columbia	10.1%	14.3%	31.5%	27.1%	13.3%	3.7%
Alberta	3.2	31.1	31.6	15.7	14.4	3.9
Saskatchewan	5.9	7.7	45.8	29.4	7.1	4.0
Manitoba	14.5	4.9	40.2	31.9	8.6	0.0
Ontario	2.6	10.4	46.9	20.5	13.1	6.4
Quebec	18.5	12.3	49.3	0.0	0.0	19.9
New Brunswick	6.8	0.0	34.3	51.2	7.8	0.0
Nova Scotia	7.8	19.3	27.2	35.6	10.0	0.0
P.E.I.	0.0	29.6	37.0	18.5	14.8	0.0
Newfoundland	10.7	7.1	31.8	32.1	8.2	10.0
Yukon	0.0	0.0	45.5	36.4	18.2	0.0
Northwest Territories	0.0	0.0	0.0	100.0	0.0	0.0
National	5.9%	15.4%	39.9%	21.4%	11.6%	5.7%

14 Centre Demographics

14.1 Fees

On a national basis the average fees charged for infant care were $458 per month, for toddler care $424 per month, for preschoolers $392 per month, and for school-age children $309 per month. These fees varied considerably by province and auspice, as shown in Table A48. Fees were consistently highest in Ontario, the Yukon, and the Northwest Territories, and lowest in Alberta and New Brunswick.

Tables A49a to A49d show the breakdown of fees for full-time children in each of the four age groupings. Although the national averages seem to indicate that commercial centre fees were lower than those in non-profit centres, many of the provincial trends are in the opposite direction. In Alberta, Manitoba, Ontario, Quebec, and New Brunswick, commercial centre fees were higher than non-profit centre fees. The opposite is true in Nova Scotia, while in British Columbia and Prince Edward Island, infant and toddler care is more expensive in non-profit centres, but preschool care is more expensive in commercial centres.

14.2 Rent and Mortgage Payments

Nationally, 69% of centres had monthly rent or mortgage payments. For those centres with such payments, the median rent was $950 and the median mortgage was $800. Centres in the Yukon and Ontario were most likely to have no rent or mortgage, while Manitoba and Nova Scotia centres were most likely to have such expenses, as shown in Table A50. Alberta, with a large proportion of commercial centres, had the highest median rents and mortgages, while the Northwest Territories had the lowest.

The percentage of centres with monthly rent or mortgage payments is associated with centre auspice. Only 10% of municipal centres had such payments, compared with 64% of non-profit centres and 87% of commercial centres.

All Directors, whether they had rent or mortgage payments or not, were asked to state whether their rent or mortgage was subsidized. Nationally, 18% of centres were subsidized, ranging from 5.8% in New Brunswick and 29.5% in Ontario to 66.7% in the Northwest Territories, as shown in Table A51. The top five sources of subsidy on a national basis were: public school boards, universities and colleges, private school boards, municipalities, and government. Table A51 also shows the most frequent source of subsidy for each province and territory.

Over half of the municipal centres were subsidized, much higher than the 24% in

Table 23

Mean Number of Staff in Each Position, by Auspice

Auspice	Assistant Teacher	Teacher	Teacher-Director	Admin-Director	Total
Municipal	1.5	8.0	1.0	0.7	11.2
Non-profit	3.3	3.9	0.8	0.6	8.6
Commercial	3.0	3.6	0.9	0.5	8.0
Overall	3.1	4.0	0.8	0.6	8.5

non-profit centres and 6% in commercial centres. Only Ontario, where almost one-quarter of commercial centres were subsidized, had appreciable subsidy in the commercial sector.

14.3 Number of Staff in Centres

The mean number of staff in centres across Canada was 8.5, ranging from 4.7 in Newfoundland to 9.9 in Quebec, as shown in Table A52. Of these 8.5 staff, 36% were Assistant Teachers, 47% were Teachers, 9% were Teacher-Directors, and 7% were Administrative-Directors. In Quebec, the Yukon, and the Northwest Territories, there were more Assistant Teachers than Teachers, though in the case of Quebec, this may have been an artifact of the French translation for the terms "Assistant Teacher" and "Teacher".

As shown in Table 23, municipal centres had the most staff, with a mean of 11.2, compared with 8.6 in non-profit centres and 8.0 in commercial centres. There were proportionately fewer Assistant Teachers and more Teachers in municipal centres; Assistant Teachers made up only 13% of staff, compared with 38% in both non-profit and commercial centres, while Teachers accounted for 71% of municipal centre staff, versus 45% of staff in non-profit and commercial centres.

14.4 Number of Children at the Centre

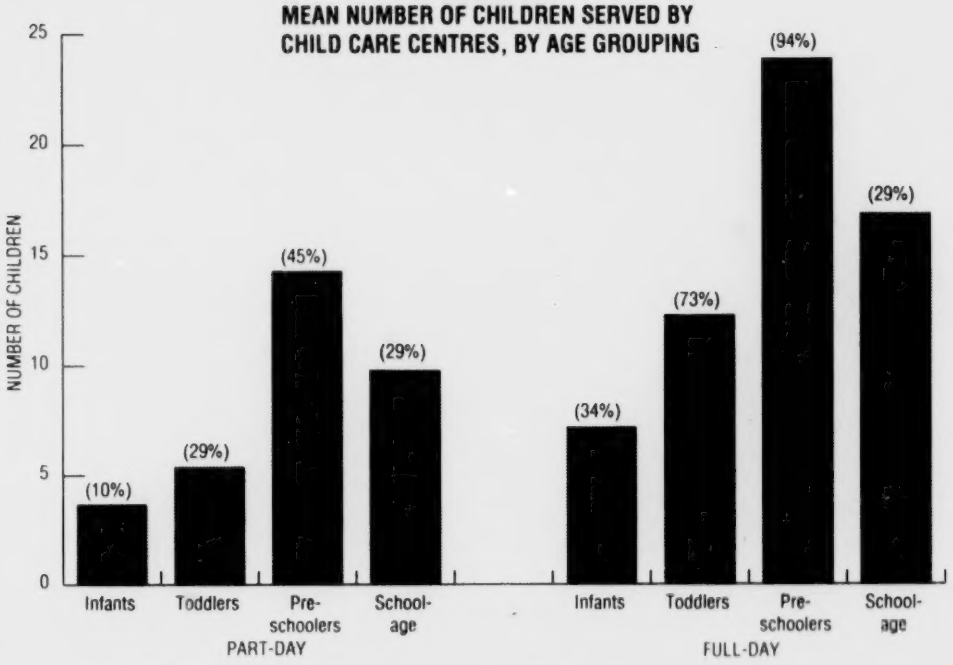
Directors were asked to indicate the number of children served at their centre, divided into four age groupings. Part-time attendance (fewer than 30 hours per week) was separated from full-time attendance. As Figure 20 shows, for all age brackets, there are more centres offering full-day care than part-day care. There are approximately twice as many full-day children served as part-day children, similarly for each age bracket. Preschoolers make up the bulk of centre children, both in terms of the proportion of centres offering preschool care, and the mean number of children per centre.

The national results from Figure 20 are reported by province and territory in Table A53 for part-day children and Table A54 for full-day children. Alberta, Newfoundland, the Yukon, and the Northwest Territories were more likely to offer part-day care than other provinces, while Quebec was the least likely to have part-day care at its centres. Full-day infants were most likely to be found in Yukon centres, and least likely in Saskatchewan centres. British Columbia was the only province or territory to have a minority of centres serving children aged 18 months to three years; in contrast, all of the centres in Prince Edward Island and the Northwest Territories reported having such children. Full-day preschool care was almost universal, while there were full-day school-age programs in half of Alberta centres, but only one-sixth of centres in Prince Edward Island.

14.5 Proportion of Filled Spaces

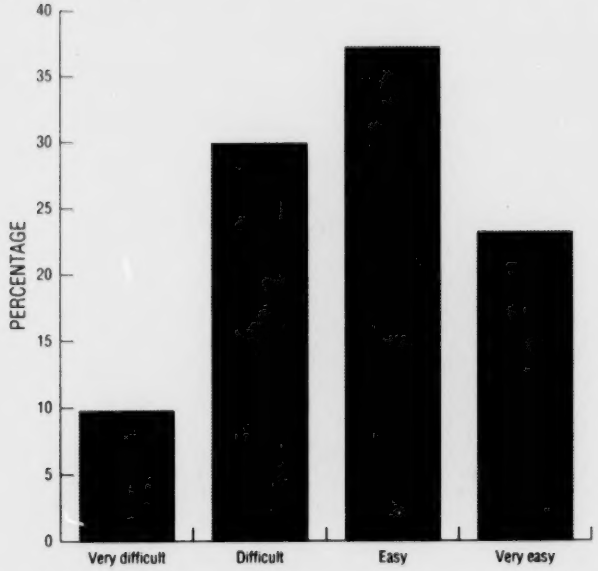
Thirty-eight per cent of centres reported that all spaces were filled. As Table A55 shows, British Columbia, Manitoba, and the Yukon were the only provinces/ territories where the majority of centres were full. In the Northwest Territories, only one centre reported no unused spaces. For municipal centres, the percentage of centres with no available spaces was 44%, compared with 31% for commercial centres and 41% for non-profit centres. For all provinces except New Brunswick and Prince Edward Island, the percentage of full centres was higher in

FIGURE 20
MEAN NUMBER OF CHILDREN SERVED BY CHILD CARE CENTRES, BY AGE GROUPING



Note: *Number in brackets refers to the percentage of centres offering this type of care*

FIGURE 21
DEGREE OF DIFFICULTY FILLING SPACES IN THE CENTRE



the non-profit sector than the commercial sector.

For the 62% of centres with unfilled spaces, directors reported that 9.2 spaces, on average, were unfilled. This ranged from a high of 19.6 unused spaces in Alberta and 10.4 spaces in Nova Scotia, to 5.3 spaces in the Yukon and 6.7 spaces in both Prince Edward Island and British Columbia, as indicated in Table A56. Commercial centres, with a mean of 11.6 free spaces, had more vacancies on average than non-profit centres at 7.6 or municipal centres at 4.4. Alberta, Manitoba, and Newfoundland accounted for much of the observed difference between commercial and non-profit centres.

14.6 Degree of Difficulty Filling Spaces

Nationally, almost 40% of centres reported that it was difficult or very difficult to fill the centre spaces, as shown in Figure 21. This proportion was highest in Newfoundland and Alberta, at 60% and 52%, respectively, and lowest in Manitoba at 23%. All of the provincial/territorial breakdowns are shown in Table A57.

Similar to the results on number of unused spaces, difficulty filling spaces was related to centre auspice. Table 24 shows that, on a national basis, 48% of commercial centres reported some difficulty, compared with only 9% of municipal centres (6% for Ontario municipal centres).

14.7 Centre Revenues

For centres, on average, 50% of revenue came from parent fees, 31% came from government subsidies, 9% came from operating or equipment grants, 4% came from salary grants, 0.7% came from training/hiring grants, 1% came from fundraising, 1% came from corporate sponsors, and 2% came from other sources.

These percentages varied across provinces/territories. In Newfoundland, British Columbia, the Northwest Territories, New Brunswick, and Nova Scotia, at least two-thirds of centre budgets were derived from parent fees. In contrast, only 32% of Manitoba centre revenues and 35% of Saskatchewan centre revenues came from parent fees.

Government subsidies were lowest in the Northwest Territories, Nova Scotia, and New Brunswick, accounting for 4%, 11%, and 15% of budgets respectively. In Saskatchewan, 52% of centre revenues came from government subsidies; Prince Edward Island centres, at 41%, also derived a significant part of their revenues from government subsidies.

Operating/equipment grants were virtually non-existent in British Columbia but accounted for 17% of the Northwest Territories, Alberta, and Manitoba centres' budgets.

Salary grants were also non-existent in British Columbia, Saskatchewan, Quebec, Newfoundland, and the Northwest Territories, while in Manitoba and Ontario they comprised 10% of centres' budgets.

There were no other sources of funding that accounted for at least 10% of centre revenues in any province or territory. A summary of all sources of revenue by province is listed in Table A58.

Centres of different auspice varied in their sources of revenue. As Table 25 shows, municipal centres relied more on govern-

ment subsidies and less on parent fees than commercial or non-profit centres. Municipal centres also had a large "other" component of revenues; this component was identified by Directors to be municipal funding.

Significant differences existed regarding auspice across provinces and territories. In British Columbia, Manitoba, Quebec, New Brunswick, Nova Scotia, and Newfoundland, commercial centres derived a greater percentage of their revenues from parents than did non-profit centres. For example, in Nova Scotia, commercial centres derived 97% of revenue from parents as compared to non-profit centres at 49%.

Commercial centres generally reported receiving a greater percentage of their revenue from government subsidy than did non-profit centres. The exception was Nova Scotia, where non-profit centres reported 34% of revenues coming from government subsidies while commercial centres reported less than 1% coming from this source.

Operating/equipment grants were used more often by non-profit centres than commercial centres, with the exception of Prince Edward Island, where grants are available to all centres regardless of auspice.

Salary grants were also more readily available to non-profit centres than to commercial centres and comprised a greater portion of their revenue.

14.8 Budget Going Towards Staff Wages

On a national basis, centres used 69% of their budgets to pay staff wages. It is likely that Directors did not include staff benefits

Table 24

Degree of Difficulty Filling Centre Spaces, by Auspice

Auspice	Very difficult	Difficult	Easy	Very easy
Municipal	0.0%	9.0%	35.2%	55.9%
Non-profit	10.9	25.7	40.4	22.9
Commercial	9.5	38.4	32.9	19.2

Table 25

Sources of Centre Revenue, by Auspice

Source	Municipal	Non-profit	Commercial	Overall
Parent fees	26.7%	46.0%	58.6%	50.3%
Government subsidies	49.3	31.0	30.2	31.4
Operating/equipment grants	7.0	10.3	6.3	8.5
Direct grants to increase wages	4.4	5.9	2.5	4.5
Training/hiring grants	0.0	1.0	0.4	0.7
Fundraising	0.0	2.0	0.4	1.3
Corporate sponsors	0.0	1.1	0.0	0.6
Other	12.5	2.0	0.4	1.8

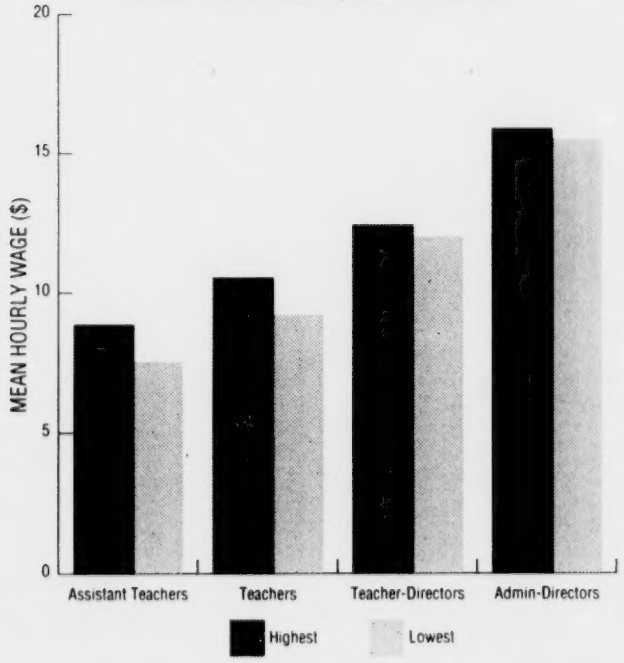
in their estimates. This varied from a high of 78% and 80% in Manitoba and the Yukon respectively, to a low of 49% in Newfoundland, as shown in Table A59.

On an auspice basis, non-profit centres in every province had a higher proportion of their budget going to staff wages than did commercial centres. For commercial centres, the lowest percentage of budget to staff wages was 42% in Newfoundland and 51% in New Brunswick. Only in Ontario, at 70%, was this proportion over two-thirds. In contrast, for non-profit centres, only the Northwest Territories had a proportion under 70%, while the Yukon and Manitoba were highest at 80%.

14.9 Starting Wages

Nationally, 36% of centres pay their full-time teachers the same starting wage, regardless of education and experience. This differs widely by auspice. Eighty-six per cent of municipal centres pay full-time teachers the same starting wage. However, only 24% of commercial centres pay the same starting wage and 40% of non-profit centres pay the same starting wage to teachers. This is reported by province and territory in Table A60. The high percentage for municipal centres holds for Ontario only; most Alberta centres do not offer the same starting wages. Even though the overall trend is for non-profit centres to be more likely to offer the same starting wages than commercial centres, this was not the case in Manitoba, Quebec, New Brunswick, Nova Scotia, and Prince Edward Island. Of note is that no commercial centres in Alberta, and only 5% in British Columbia, pay the same starting wages.

FIGURE 22
MEAN HIGHEST AND LOWEST PAID FULL-TIME STAFF, BY POSITION



Full-time teachers are more likely to earn the same starting salary, regardless of education and experience, if they are unionized. Eighty per cent of unionized full-time teachers earn the same starting wage at their centres, versus 32% of non-unionized full-time teachers.

Fifty-one per cent of centres pay their part-time Teachers the same starting wage, whatever their qualifications. This is a higher percentage than for full-time Teachers, and this differential is true regardless of auspice. Ninety-five per cent of municipal centres paid part-time Teachers the same starting wage, while 25% of commercial centres followed this practice and 58% of non-profit centres. Table A61 shows the provincial/territorial breakdowns. Again, the high municipal percentage is true for Ontario, not for Alberta. There were three provinces which did not follow the national trend by auspice: in Ontario, Nova Scotia, and Newfoundland, part-time

Teachers in non-profit centres were less likely than those in commercial centres to receive the same starting wages. In contrast, the percentage was zero for commercial centres in Alberta, Manitoba, and New Brunswick.

Part-time teachers show the same trend as full-time teachers with respect to unionization. Eighty-six per cent of unionized teachers receive the same starting wage, compared with 49% of non-unionized part-time teachers.

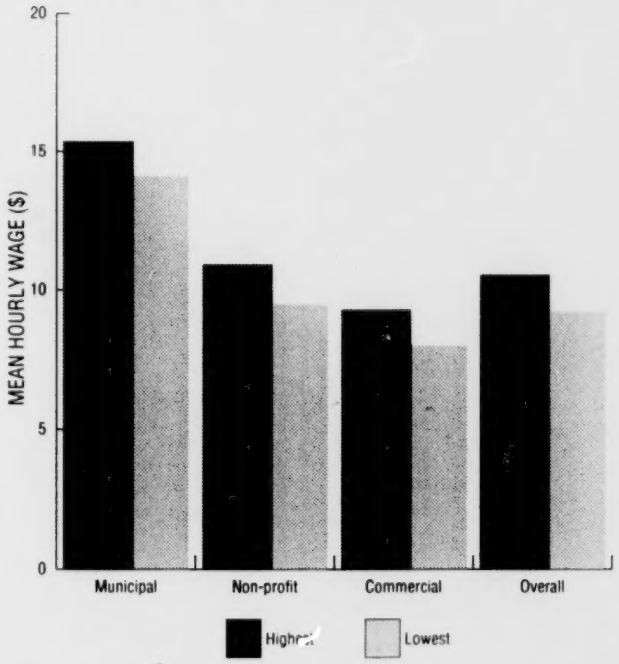
14.10 Highest and Lowest Wages Paid to Full-time Staff by Centres

Centre Directors were asked to indicate the hourly wage earned by the highest paid and lowest paid staff in each position. Figure 22 shows the results for full-time staff. Nationally, the mean lowest wage for staff ranged from $7.56 for Assistant Teachers to $15.51 for Administrative-Directors, while the mean highest wage increased from $8.86 for Assistant Teachers to $15.87 for Administrative-Directors. Wage differences between job positions tended to be smaller for the highest paid staff; there was a 105% difference in wage from Assistant Teacher to Administrative-Director for those at the lowest wage levels, but only a 79% difference for those at the highest wage levels. This same trend was found between any two positions, not just between the bottom and top positions.

Highest and lowest current hourly wage are shown on a province-by-province basis in Tables A62 and A63. Similar to the results from the staff survey, regardless of position or whether the staff was the highest or lowest paid, centres from the Northwest Territories and Ontario had the highest wages, while New Brunswick and Newfoundland had the lowest. The only exception to this was for the highest paid Administrative-Director, which was lowest in Prince Edward Island.

Figure 23 shows the highest and lowest current wages for full-time teachers for each of the three auspice types. Municipal centres offered better wages than non-profit or commercial centres; there was a smaller, but consistent trend for non-profit centres to have better wages than commercial centres. Municipal centres had the highest wages and the percentage increase from the lowest paid to the highest paid full-time teacher was 8.7%, compared with 15.1% for non-profit centres and 15.9% for commercial centres. A fundamental goal of pay equity is to reduce the gap between high and low wages.

FIGURE 23
MEAN HIGHEST AND LOWEST PAID FULL-TIME TEACHERS, BY AUSPICE



Tables A64 and A65 show how centre wages in each province and territory are a function of auspice. The decreasing trend from municipal to non-profit to commercial was followed in all provinces, except Prince Edward Island and Ontario, where the commercial centres had higher current wages than non-profit centres for full-time Teachers. In the case of Ontario, the observed trend may be an artifact of the under-reporting of the Direct Operating Grant for non-profit centres.

Directors, like their staff, reported that unionized employees earn more than their non-unionized counterparts. The average lowest paid full-time Teacher, for example, earns $11.87 if unionized and $8.96 if not unionized. Highest paid full-time unionized Teachers earn $12.95, compared with $10.33 for those who are not unionized.

14.11 Board of Directors

Sixty-four per cent of centres operated with a Board of Directors. In these centres, 36% were parent boards, 13% were community boards, 2% were university boards, 0.9% were native band boards, and 3% were church boards. This is broken down by province and territory in Table A66.

Board structure was largely a function of centre auspice, as shown in Table 26. Both municipal and commercial centres tended not to have a Board of Directors, while the

Table 26

Structure of Board of Directors, by Auspice

Structure	Municipal	Non-profit	Commercial
No board	75.8%	4.0%	77.4%
Majority parent board	3.3	59.2	4.9
Community board	2.2	17.5	6.4
Corporate board	0.0	4.9	6.2
University/college board	0.0	4.2	0.0
Native band board	0.0	1.5	0.0
Church board	0.0	4.4	0.0
Public school board	0.0	0.5	0.0
Private school board	0.0	0.1	0.0
Other	18.7	3.7	3.8

Table 27

Responsibility for Hiring, by Auspice

Responsibility	Municipal	Non-profit	Commercial
Owner	5.9%	1.6%	71.3%
Director	62.8	68.8	71.9
Teacher/Supervisor	35.2	27.1	11.8
Board	0.0	58.9	9.2
Other	13.8	20.5	0.1

Note: *Columns add to more than 100% because staff could choose more than one category.*

most common structure for non-profit centres was to have a parent majority board. Non-profit centres were also the only centres to have university/college, native band, church, public school, and private school boards.

14.12 Responsibility for Hiring

Nationally, 70% of centres involved their Directors in hiring new staff. The Board of Directors was responsible for hiring in 37% of centres, while the percentage for owners was 29%, and for Teachers/Supervisors it was 22%. Provincial/territorial breakdowns are shown in Table A67. When broken down by auspice, the only constant was that at least 60% of centres involved their Directors in this decision. Thirty-five per cent of municipal centres gave Teachers/Supervisors this responsibility, more than for commercial or non-profit centres. Table 27 summarizes these trends by auspice.

14.13 Responsibility for Firing

Responsibility for firing followed essentially the same patterns as those for hiring. There was slightly less responsibility given to Teachers and Directors and more to owners and boards. Table A68 shows these national trends, as well as provincial/territorial breakdowns. The same similarity extends to comparisons by auspice, as shown in Table 28.

Table 28

Responsibility for Firing, by Auspice

Responsibility	Municipal	Non-profit	Commercial
Owner	41.0	0.9	75.1
Director	61.7	64.8	69.4
Teacher/Supervisor	35.2	24.8	6.9
Board	0.0	65.8	7.9
Other	14.8	12.7	0.2

Note: *Columns add to more than 100% because staff could choose more than one category.*

Table A48

Centre Fees for Full-time Children for Each Age Group, by Province/Territory

Province	Monthly fee, in dollars			
	Infants	Toddlers	Preschoolers	School-age
British Columbia	$614	$435	$357	$302
Alberta	326	318	307	256
Saskatchewan	457	341	334	287
Manitoba	412	346	330	246
Ontario	668	544	481	359
Quebec	360	359	355	332
New Brunswick	332	299	302	260
Nova Scotia	399	354	357	279
P.E.I.	409	321	310	335
Newfoundland	—	311	319	302
Yukon	461	415	401	373
Northwest Territories	488	495	494	452
National	$458	$424	$392	$309

Table A49a

Centre Fees for Full-time Infants by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial
British Columbia	—	$663	$501
Alberta	$280	283	334
Saskatchewan	—	457	—
Manitoba	—	393	583
Ontario		650	703
Quebec	—	345	412
New Brunswick	—	329	334
Nova Scotia	—	419	392
P.E.I.	—	418	400
Newfoundland	—	—	—
Yukon	—	461	—
Northwest Territories	—	488	—
National	$280	$475	$439

* *No responses in this category.*

Table A49b

Centre Fees for Full-time Toddlers by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial
British Columbia	—	$458	$410
Alberta	$366	316	318
Saskatchewan	—	341	—
Manitoba	—	338	425
Ontario	623	516	562
Quebec	—	348	386
New Brunswick	—	294	304
Nova Scotia	—	375	345
P.E.I.	—	313	326
Newfoundland	—	344	302
Yukon	—	415	—
Northwest Territories	—	495	—
National	—	$420	$398

Table A49c

Centre Fees for Full-time Preschoolers by Auspice, by Province/Territory

	Auspice		
Province	Municipal	Non-profit	Commercial
British Columbia	—	$350	$367
Alberta	$366	293	310
Saskatchewan	—	334	—
Manitoba	—	323	425
Ontario	478	475	494
Quebec	—	348	374
New Brunswick	—	301	302
Nova Scotia	—	377	346
P.E.I.	—	298	319
Newfoundland	—	345	312
Yukon	—	402	—
Northwest Territories	—	494	—
National	$473	$393	$381

Table A49d

Centre Fees for Full-time School-age Children by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial
British Columbia	—	$280	$328
Alberta	$247	262	255
Saskatchewan	—	287	—
Manitoba	—	234	475
Ontario	422	313	418
Quebec	—	329	345
New Brunswick	—	246	270
Nova Scotia	—	323	254
P.E.I.	—	—	335
Newfoundland	—	*	296
Yukon	—	373	—
Northwest Territories	—	452	—
National	$403	$305	$302

* *Insufficient responses in this category.*

Table A50

Percentage of Centres Paying Rent or Mortgage, and Median Monthly Amount of Rent and Mortgage, by Province/Territory

Province	Percentage paying rent/mortgage	Median rent	Range of rents	Median mortgage	Range of mortgages
British Columbia	81.0%	$675	$161-74,500	$640	$36-15,000
Alberta	79.3	1217	200-6,000	1200	834-5,552
Saskatchewan	74.7	820	1-3,531	800	121-1,399
Manitoba	82.7	750	25-6,600	510	250-770
Ontario	52.2	1200	22-12,775	640	200-1,900
Quebec	80.5	975	100-3,142	830	249-5,000
New Brunswick	70.8	750	100-2,800	690	300-2,300
Nova Scotia	83.5	613	225-2,200	1000	396-1,800
P.E.I.	78.9	660	100-1,600	—	—
Newfoundland	66.7	1000	200-2,500	550	350-1,100
Yukon	36.7	800	140-2,365	—	—
Northwest Territories	75.0	320	200-9,000	—	—
National	69.4%	$950	$1-74,500	$800	$36-15,000

Table A51

Percentage of Centres with Subsidized Rent or Mortgage, and Most Frequent Source(s) of Subsidy, by Province/Territory

Province	Percentage with subsidized rent/mortgage	Source of subsidy
British Columbia	18.0%	College/university/church
Alberta	6.2	College/university
Saskatchewan	16.6	College/university
Manitoba	10.1	Many equal sources
Ontario	29.5	Public school board
Quebec	10.6	Commercial sector/municipality
New Brunswick	5.8	Commercial sector/public school board
Nova Scotia	17.2	Church/municipality
P.E.I.	12.8	Church
Newfoundland	21.2	Commercial sector/landlord/owner
Yukon	37.0	Native band
Northwest Territories	66.7	Government
National	17.8%	Public school board

Table A52

Average Number of Staff in Each Position, by Province/Territory

Province	Assistant Teachers	Teachers	Teacher-Directors	Admin-Directors	Total
British Columbia	1.6	2.1	1.1	0.3	5.1
Alberta	2.6	5.2	1.0	0.5	9.2
Saskatchewan	1.3	5.1	0.9	0.4	7.7
Manitoba	3.4	3.9	1.2	0.4	9.0
Ontario	2.7	5.0	0.9	0.7	9.3
Quebec	6.2	2.7	0.3	0.7	9.9
New Brunswick	2.1	2.5	0.7	0.4	5.7
Nova Scotia	1.1	4.3	0.9	0.5	6.8
P.E.I.	1.7	2.1	0.8	0.2	4.8
Newfoundland	1.1	2.2	0.9	0.5	4.7
Yukon	3.6	1.8	0.9	0.1	6.5
Northwest Territories	3.4	1.9	0.9	0.3	6.6
National	3.1	4.0	0.8	0.6	8.5

Table A53

Percentage of Centres Having Part-day Children and Mean Number of Part-day Children in These Centres by Age Grouping, by Province/Territory

Province	Infants		Toddlers		Preschoolers		School age	
	%	Mean	%	Mean	%	Mean	%	Mean
British Columbia	5%	3.1	21%	4.4	52%	18.0	30%	13.3
Alberta	35	3.5	50	5.7	60	12.8	46	10.3
Saskatchewan	1	1.0	31	5.2	56	6.9	42	8.7
Manitoba	10	2.1	15	6.1	39	14.0	22	11.2
Ontario	4	2.7	25	4.2	46	12.9	27	9.2
Quebec	8	6.8	17	7.9	19	25.7	12	7.5
New Brunswick	7	2.3	42	3.8	55	6.1	61	9.1
Nova Scotia	7	2.7	45	7.5	64	14.7	30	11.7
P.E.I.	8	1.0	38	3.9	45	6.5	17	4.4
Newfoundland	0	—	67	6.5	76	16.8	44	3.5
Yukon	37	2.6	47	4.4	80	7.3	80	3.8
Northwest Territories	31	2.0	31	3.4	56	5.0	44	2.7
National	10%	3.7	29%	5.4	45%	14.3	29%	9.8

Table A54

Percentage of Centres Having Full-day Children and Mean Number of Full-day Children in These Centres by Age Grouping, by Province/Territory

Province	Infants		Toddlers		Preschoolers		School age	
	%	Mean	%	Mean	%	Mean	%	Mean
British Columbia	9%	5.5	42%	5.7	92%	18.1	19%	12.2
Alberta	57	6.8	79	9.4	90	19.0	50	16.0
Saskatchewan	6	7.5	85	10.9	95	22.9	36	12.6
Manitoba	23	6.6	68	11.8	91	26.0	26	19.8
Ontario	30	7.8	75	13.9	99	28.4	20	32.4
Quebec	48	8.1	79	16.1	90	25.8	40	8.1
New Brunswick	26	5.4	83	8.5	99	18.0	23	7.0
Nova Scotia	28	4.7	82	11.6	95	19.2	21	11.9
P.E.I.	24	2.6	100	8.2	100	17.8	16	5.1
Newfoundland	0	—	52	5.8	94	13.5	21	6.0
Yukon	60	3.6	90	7.2	80	11.6	27	10.0
Northwest Territories	44	4.3	100	10.2	94	10.3	0	—
National	34%	7.2	73%	12.3	94%	23.9	29%	16.9

Table A55

Percentage of Centres with All Licensed Spaces Full, by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial	Overall
British Columbia	—	60.4%	54.1%	57.4%
Alberta	50.0%	39.7	30.0	32.7
Saskatchewan	—	39.0	—	39.0
Manitoba	—	58.4	42.3	57.3
Ontario	43.8	33.6	26.4	32.9
Quebec	—	44.1	20.3	36.7
New Brunswick	—	14.5	34.6	26.1
Nova Scotia	—	55.9	20.9	33.3
P.E.I.	—	22.3	38.7	32.0
Newfoundland	—	45.9	29.8	33.1
Yukon	—	50.0	—	50.0
Northwest Territories	—	6.3	—	6.3
National	44.1%	41.5%	31.1%	37.5%

Table A56

Mean Number of Unused Spaces by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial	Overall
British Columbia	—	6.8	6.7	6.7
Alberta	8.7	14.2	21.4	19.6
Saskatchewan	—	9.8	—	9.8
Manitoba	—	5.4	13.0	6.2
Ontario	4.1	7.0	6.1	6.4
Quebec	—	6.8	9.7	7.9
New Brunswick	—	9.5	8.3	8.8
Nova Scotia	—	9.2	10.8	10.4
P.E.I.	—	6.4	7.0	6.8
Newfoundland	—	4.7	9.4	8.6
Yukon	—	5.3	—	5.3
Northwest Territories	—	9.2	—	9.2
National	4.4	7.6	11.6	9.2

Table A57

Degree of Difficulty Filling Centre Spaces, by Province/Territory

Province	Very difficult	Difficult	Easy	Very easy
British Columbia	5.3%	21.8%	46.6%	26.4%
Alberta	11.2	40.4	33.2	15.3
Saskatchewan	11.9	34.6	38.5	15.0
Manitoba	7.2	15.6	40.8	36.5
Ontario	11.5	27.1	35.8	25.7
Quebec	7.5	36.1	36.1	20.4
New Brunswick	18.1	23.0	37.8	21.1
Nova Scotia	8.7	23.9	41.9	25.4
P.E.I.	0.0	25.3	53.3	21.4
Newfoundland	14.5	45.7	18.1	21.7
Yukon	0.0	73.3	26.7	0.0
Northwest Territories	0.0	25.0	37.5	37.5
National	9.8%	29.9%	37.2%	23.2%

Table A58

Percentage of Centre Revenue from Various Sources, by Province/Territory

Province	Parent fees	Government subsidies	Operating/ equipment grants	Direct grants to increase staff wages	Grants for training or hiring	Fundraising	Corporate sponsors	Other
British Columbia	68.2%	28.4%	0.9%	0.2%	0.7%	2.0%	0.1%	1.9%
Alberta	56.3	22.0	17.3	1.3	0.0	0.2	0.7	2.1
Saskatchewan	35.2	52.3	9.1	0.2	0.4	2.3	0.0	1.1
Manitoba	32.4	35.6	17.4	9.6	1.0	1.7	0.0	3.3
Ontario	42.0	38.5	4.0	9.5	0.1	1.3	0.1	1.9
Quebec	40.4	33.9	15.7	0.1	2.4	1.1	2.5	1.1
New Brunswick	70.7	15.1	5.7	5.1	0.7	1.7	0.2	0.7
Nova Scotia	82.2	11.5	1.3	1.7	0.4	2.1	0.0	0.7
P.E.I.	43.7	41.2	5.9	5.3	0.0	0.9	0.0	3.0
Newfoundland	82.0	12.4	2.9	0.3	1.2	1.0	0.2	0.0
Yukon	42.9	38.8	7.9	3.9	0.6	4.5	0.3	1.4
Northwest Territories	71.3	4.1	17.4	0.0	4.2	6.3	1.1	0.4
National	50.3%	31.4%	8.5%	4.5%	0.7%	1.3%	0.6%	1.7%

Table A59

Percentage of Budget Devoted to Staff Wages, by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial	Overall
British Columbia	—	73.9%	58.3%	66.2%
Alberta	71.0%	72.5	60.6	63.6
Saskatchewan	—	73.5	—	73.5
Manitoba	—	79.9	60.7	78.4
Ontario	65.0	76.4	69.6	73.3
Quebec	—	76.4	51.9	69.5
New Brunswick	—	72.2	50.6	59.6
Nova Scotia	—	70.9	60.2	64.0
P.E.I.	—	70.0	63.4	65.9
Newfoundland	—	72.1	41.6	48.8
Yukon	—	79.9	—	79.9
Northwest Territories	—	62.9	—	62.9
National	65.6%	75.6%	60.4%	69.3%

Note: *It is unclear from the responses as to whether Directors included benefits in these calculations.*

Table A60

Percentage of Centres Where Full-time Teachers Get the Same Starting Wage, Regardless of Education and Experience, by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial	Overall
British Columbia	—	26.5%	4.8%	18.7%
Alberta	25.0%	41.0	0.0	12.1
Saskatchewan	—	56.4	—	56.4
Manitoba	—	16.6	33.3	17.7
Ontario	90.0	50.0	40.3	51.1
Quebec	—	29.5	100.0	38.9
New Brunswick	—	12.5	15.6	14.0
Nova Scotia	—	35.5	38.0	36.5
P.E.I.	—	29.2	36.0	33.6
Newfoundland	—	59.8	25.8	34.2
Yukon	—	33.3	—	33.3
Northwest Territories	—	44.4	—	44.4
National	85.7%	39.9%	23.5%	36.4%

Table A61

Percentage of Centres Where Part-time Teachers Get the Same Starting Wage, Regardless of Education and Experience, by Auspice, by Province/Territory

Province	Municipal	Non-profit	Commercial	Overall
British Columbia	—	62.6%	35.6%	50.7%
Alberta	33.3%	29.9	0.0	9.7
Saskatchewan	—	67.0	—	67.0
Manitoba	—	25.8	0.0	25.0
Ontario	100.0	88.9	100.0	93.1
Quebec	—	39.5	—	39.5
New Brunswick	—	73.0	0.0	25.9
Nova Scotia	—	34.9	35.9	35.3
P.E.I.	—	—	—	—
Newfoundland	—	57.1	71.7	69.4
Yukon	—	—	—	—
Northwest Territories	—	—	—	—
National	94.6%	57.9%	24.7%	51.1%

Table A62

Mean Highest Current Hourly Wage for Full-time Staff, by Position, by Province/Territory

	Mean highest hourly wage in each position			
Province	Assistant Teachers	Teachers	Teacher-Directors	Admin-Directors
British Columbia	$8.75	$10.05	$11.48	$14.29
Alberta	6.88	8.24	10.00	11.64
Saskatchewan	7.13	8.67	11.35	13.39
Manitoba	9.50	10.79	13.35	15.06
Ontario	9.30	12.35	14.56	18.84
Quebec	9.64	10.12	11.55	13.15
New Brunswick	6.16	6.60	7.78	10.80
Nova Scotia	7.81	8.82	9.87	14.08
P.E.I.	7.20	7.81	9.47	10.00
Newfoundland	6.12	6.38	7.62	11.82
Yukon	8.79	9.98	12.40	15.50
Northwest Territories	10.89	11.55	14.36	20.49
National	$8.86	$10.54	$12.42	$15.87

Table A63

Mean Lowest Current Hourly Wage for Full-time Staff, by Position, by Province/Territory

Province	Mean lowest hourly wage in each position			
	Assistant Teachers	Teachers	Teacher-Directors	Admin-Directors
British Columbia	$7.98	$9.01	$11.10	$13.55
Alberta	5.86	6.62	9.51	11.64
Saskatchewan	5.77	6.99	11.00	12.96
Manitoba	7.66	9.18	12.83	14.98
Ontario	8.09	11.13	14.27	18.45
Quebec	7.95	8.44	10.78	12.65
New Brunswick	5.21	5.52	7.35	9.68
Nova Scotia	7.46	7.34	9.83	14.04
P.E.I.	6.78	7.23	9.47	10.00
Newfoundland	5.50	5.82	7.57	11.50
Yukon	7.72	8.60	11.69	14.50
Northwest Territories	9.34	10.34	14.36	20.49
National	$7.56	$9.23	$12.03	$15.51

Table A64

Mean Highest Current Hourly Wage for Full-time Teachers, by Auspice, by Province/Territory

Province	Mean highest hourly wage in each auspice			
	Municipal	Non-profit	Commercial	Overall
British Columbia	—	$10.26	$9.70	$10.05
Alberta	$12.73	9.59	7.65	8.24
Saskatchewan	—	8.67	—	8.67
Manitoba	—	10.89	9.49	10.79
Ontario	15.53	11.87	12.21	12.35
Quebec	—	11.16	7.60	10.12
New Brunswick	—	7.05	6.12	6.60
Nova Scotia	—	9.91	6.82	8.82
P.E.I.	—	7.61	7.95	7.81
Newfoundland	—	7.50	6.05	6.38
Yukon	—	9.98	—	9.98
Northwest Territories	—	11.55	—	11.55
National	$15.36	$10.91	$9.28	$10.54

Table A65

Mean Lowest Current Hourly Wage for Full-time Teachers, by Auspice, by Province/Territory

Province	Mean lowest hourly wage in each auspice			
	Municipal	Non-profit	Commercial	Overall
British Columbia	—	$9.13	$8.79	$9.01
Alberta	$10.03	8.34	5.81	6.62
Saskatchewan	—	6.99	—	6.99
Manitoba	—	9.29	7.60	9.18
Ontario	14.39	10.56	11.12	11.13
Quebec	—	9.13	6.77	8.44
New Brunswick	—	5.84	5.18	5.52
Nova Scotia	—	8.04	5.95	7.34
P.E.I.	—	7.08	7.33	7.23
Newfoundland	—	6.63	5.58	5.82
Yukon	—	8.60	—	8.60
Northwest Territories	—	10.34	—	10.34
National	$14.13	$9.48	$8.01	$9.23

Table A66

Structure of the Board of Directors, by Province/Territory

Province	No board	Majority parent board	Community board	Corporate board	University board	Native band board	Church board	Public school board	Private school board
British Columbia	43.1%	27.9%	13.9%	2.9%	1.4%	0.0%	7.7%	0.0%	0.0%
Alberta	61.1	17.1	4.7	5.7	2.7	1.9	1.9	1.3	0.0
Saskatchewan	0.0	86.9	7.2	0.0	1.8	0.0	1.6	0.0	0.0
Manitoba	2.5	82.3	6.4	3.6	0.0	0.0	0.0	0.0	0.0
Ontario	32.2	23.5	23.0	5.9	4.8	1.4	2.5	0.0	1.3
Quebec	18.2	70.1	0.0	7.1	0.0	0.0	0.0	0.0	0.0
New Brunswick	55.1	27.6	8.8	5.2	0.0	0.0	3.3	0.0	0.0
Nova Scotia	63.5	11.2	15.0	0.0	0.0	0.0	2.8	2.4	0.0
P.E.I.	59.3	0.0	15.0	0.0	0.0	0.0	9.1	0.0	0.0
Newfoundland	68.7	9.1	3.9	3.9	2.5	0.0	1.7	0.0	2.2
Yukon	20.0	66.7	0.0	0.0	0.0	13.3	0.0	0.0	0.0
Northwest Territories	0.0	56.3	43.8	0.0	0.0	0.0	0.0	0.0	0.0
National	35.7%	35.6%	12.5%	5.1%	2.4%	0.9%	2.5%	0.3%	0.5%

Table A67

Responsibility for Hiring Staff at the Centre, by Province/Territory

Province	Owner	Director	Teacher/ Supervisor	Board	Other
British Columbia	42.8%	39.3%	37.2%	32.1%	11.1%
Alberta	60.8	89.1	1.3	12.9	5.2
Saskatchewan	0.0	91.9	3.2	72.5	5.0
Manitoba	3.7	94.5	15.4	62.8	5.5
Ontario	16.7	71.1	38.7	40.5	11.3
Quebec	13.2	64.7	6.2	47.4	26.2
New Brunswick	52.6	48.1	6.9	31.6	4.5
Nova Scotia	54.0	83.7	2.4	20.0	4.8
P.E.I.	36.8	40.2	34.8	24.1	9.1
Newfoundland	84.5	50.8	7.1	15.1	4.9
Yukon	0.0	86.7	23.3	53.3	26.7
Northwest Territories	0.0	100.0	0.0	31.3	43.8
National	28.6%	69.7%	21.6%	36.8%	12.3%

Table A68

Responsibility for Firing Staff at the Centre, by Province/Territory

Province	Owner	Director	Teacher/ Supervisor	Board	Other
British Columbia	42.3%	35.5%	27.5%	36.0%	5.8%
Alberta	61.7	87.1	5.5	12.4	8.5
Saskatchewan	0.0	95.1	0.0	77.1	7.1
Manitoba	3.6	92.4	7.9	67.7	9.3
Ontario	21.7	66.6	35.5	41.0	7.3
Quebec	19.3	60.4	0.0	57.4	11.7
New Brunswick	57.2	50.6	6.7	33.0	0.0
Nova Scotia	56.3	82.5	3.6	20.0	4.8
P.E.I.	41.4	40.2	19.8	31.6	9.1
Newfoundland	80.8	50.3	7.1	18.4	7.1
Yukon	0.0	76.7	23.3	60.0	26.7
Northwest Territories	0.0	93.8	6.3	68.8	0.0
National	32.0%	66.4%	18.4%	39.8%	7.9%

15 Issues Affecting Directors

Table 29 indicates the significance of issues as rated by Directors. Directors were asked to rank a variety of issues with a score between one and four, with one meaning "not a problem" and four meaning "a major problem".

Nationally, "finding qualified substitutes" was rated as the most significant problem facing Directors, with 66% of Directors rating this as a problem or major problem. "Affording qualified permanent staff" rated second with 61%. "Finding professional development activities" rated third at 54% of Directors, followed by "finding qualified permanent staff" at 40% and "keeping permanent staff" at 30%. Table A69 shows these ratings separately for each province and territory. The Yukon and the Northwest Territories tended to have the greatest problem, regardless of the issue, while Ontario tended to have less severe problems than other provinces on most issues. Even so, "finding qualified substitutes" was a problem or a major problem for a majority of centres in every province and territory. "Keeping qualified permanent staff" affected the majority of centres only in Alberta, the Yukon, and the Northwest Territories.

15.1 Preferred Use of Funding

Directors ranked six choices about preferred uses for additional government funding. Rankings were converted to a 100-point scale, where an arbitrary score of 100 is assigned to the top ranking choice in each province, with lower ranking choices scaled proportionately.

In all provinces and territories except the Northwest Territories, Directors first choice was "increasing staff salaries". In the Northwest Territories, "improve training" ranked the highest. For seven provinces — British Columbia, Saskatchewan, Manitoba, Quebec, New Brunswick, Nova Scotia, and Newfoundland — and the Yukon, the choice was so strong that all other choices scored under 50. The only choices to score at 50 or more were "improve training" for Alberta and the Yukon, "increase number of staff" for Ontario, "improve facilities", for the Northwest Territories, and "improve facilities" and "increase supplies" for Prince Edward Island. All of the provincial and territorial scores are found in Table A70.

Table 29

Significance of Various Issues, by Auspice

	Percentage in each auspice rating issue as "problem" or "major problem"		
Issue	Municipal	Non-profit	Commercial
Finding qualified permanent staff	15	36	49
Finding qualified substitutes	42	65	69
Keeping qualified permanent staff	9	26	36
Affording qualified permanent staff	23	61	64
Finding opportunities for professional development	56	46	65

Table A69

Significance of Various Issues, by Province/Territory

Province	Percentage of Directors rating issue as a "problem" or "major problem"				
	Finding qualified permanent staff	Finding qualified substitutes	Keeping qualified permanent staff	Affording qualified permanent staff	Finding opportunities for professional dev.
British Columbia	60%	79%	31%	72%	63%
Alberta	74	86	55	70	72
Saskatchewan	36	70	23	66	54
Manitoba	45	78	30	74	54
Ontario	18	53	13	40	53
Quebec	43	58	42	76	31
New Brunswick	39	78	32	92	75
Nova Scotia	40	75	17	72	37
P.E.I.	53	67	10	77	48
Newfoundland	26	76	44	63	50
Yukon	80	90	100	100	83
Northwest Territories	94	100	69	69	87
National	40%	66%	30%	61%	54%

Table A70

Directors' Preferences for Using Additional Ongoing Funding, by Province/Territory

Province	Overall rating (/100)						
	Increase number of staff	Improve staff training	Improve physical facilities and environment	Increase program supplies, equipment	Reduce parent fees	Increase staff salaries	Other
British Columbia	20	39	41	35	15	100	1
Alberta	20	61	20	23	16	100	1
Saskatchewan	35	34	28	32	35	100	0
Manitoba	34	23	24	25	28	100	2
Ontario	51	28	26	36	43	100	1
Quebec	9	13	32	38	42	100	4
New Brunswick	13	46	22	40	19	100	1
Nova Scotia	21	22	32	32	20	100	6
P.E.I.	36	25	64	52	23	100	3
Newfoundland	35	21	26	43	13	100	2
Yukon	29	64	7	17	0	100	0
Northwest Territories	24	100	64	10	7	12	0
National	29	32	28	34	31	100	2

16 Predictors of Hourly Wage

In an effort to better understand the determinants of the hourly wage of staff, a multiple regression analysis was performed. Eleven potential predictors of hourly wage were selected, of which six were variables associated with the centres themselves; the other five variables were measured for individual staff members. These 11 variables were:

1. Centre auspice (municipal, non-profit or commercial)
2. Centre location (rural [under 10,000 people] or urban [10,000 or more])
3. Centre age (number of years in operation)
4. Centre size (number of paid staff, not including support staff)
5. Percentage of centre budget devoted to staff wages
6. Fees charged by the centre (scored as either above or below the median fees charged in that province or territory, weighted to take into account the ages of the children served in the centre)
7. Number of years working at the centre
8. Number of years in the same position at the centre
9. Job status (full time, part time, or casual)
10. Educational attainment (see below for definitions)
11. Union status (unionized or not)

Educational attainment was defined in two ways, resulting in two separate analyses. The first definition considers attainment in any subject, while the second definition takes into account whether the education is ECE-related or not. In either case, educational attainment was coded into three categories: no post-secondary credentials attained, college certificate or diploma attained, and university degree attained.

The effect of these 11 predictor variables on hourly wage was analyzed using a statistical procedure called step-up multiple regression. In step-up multiple regression, each of the 10 predictors are correlated with hourly wage (the criterion variable). The predictor (if any) with the largest significant correlation is selected as a significant predictor of hourly wage. The remaining 10 predictors are then correlated again with the criterion, after removing the influence of the first significant predictor. If any of these predictors are significantly correlated with hourly wage, the one with the largest correlation is selected to be the second most significant predictor. These steps are repeated until none of the remaining predictors is significantly correlated with hourly wage. This procedure was conducted separately for each province and territory, as well as nationally.

16.1 Regression Analysis: National Results

Nationally, if educational attainment is defined as attainment in any subject, the following six variables were significant predictors of hourly wage:

1. Centre auspice
2. Educational attainment
3. Union status
4. Number of years in the same position
5. Centre location
6. Centre fees

These variables are listed in order of predictive power, from highest to lowest.

Together, they account for 48% of the variation in national hourly wage values (using the adjusted R^2).

If educational attainment is defined as ECE-related attainment, the following predictors were statistically significant:

1. Educational attainment
2. Centre auspice
3. Union status
4. Number of years in the same position
5. Centre size
6. Centre fees
7. Centre location
8. Centre age

These eight predictors account for 51% of the variation in hourly wage.

Each of the 12 provinces and territories has its own characteristic set of predictors of hourly wage. Tables A71a and A71b summarize these individual regression analyses.

Table A71a

Predictors of Hourly Wage, by Province/Territory: Education (Any Subject Area)

Province/Territory	BC	AB	SK	MN	ON	PQ	NB	NS	PE	NF	YT	NT	NAT
Predictor													
Centre auspice	5				2	1	1	1					1
Centre location					5							1	5
Centre age			7		6		1						
Centre size	3									3			
Centre budget to wages	2	4	4	2			2			1		2	
Relative fees			2		3								6
Years working at the centre	4		1						2				
Years working in the position		3		4	4			2		2			4
Job status			6	1			3						
Educational attainment		2	3	3					3		1	3	2
Union status	1	1	5		1								3

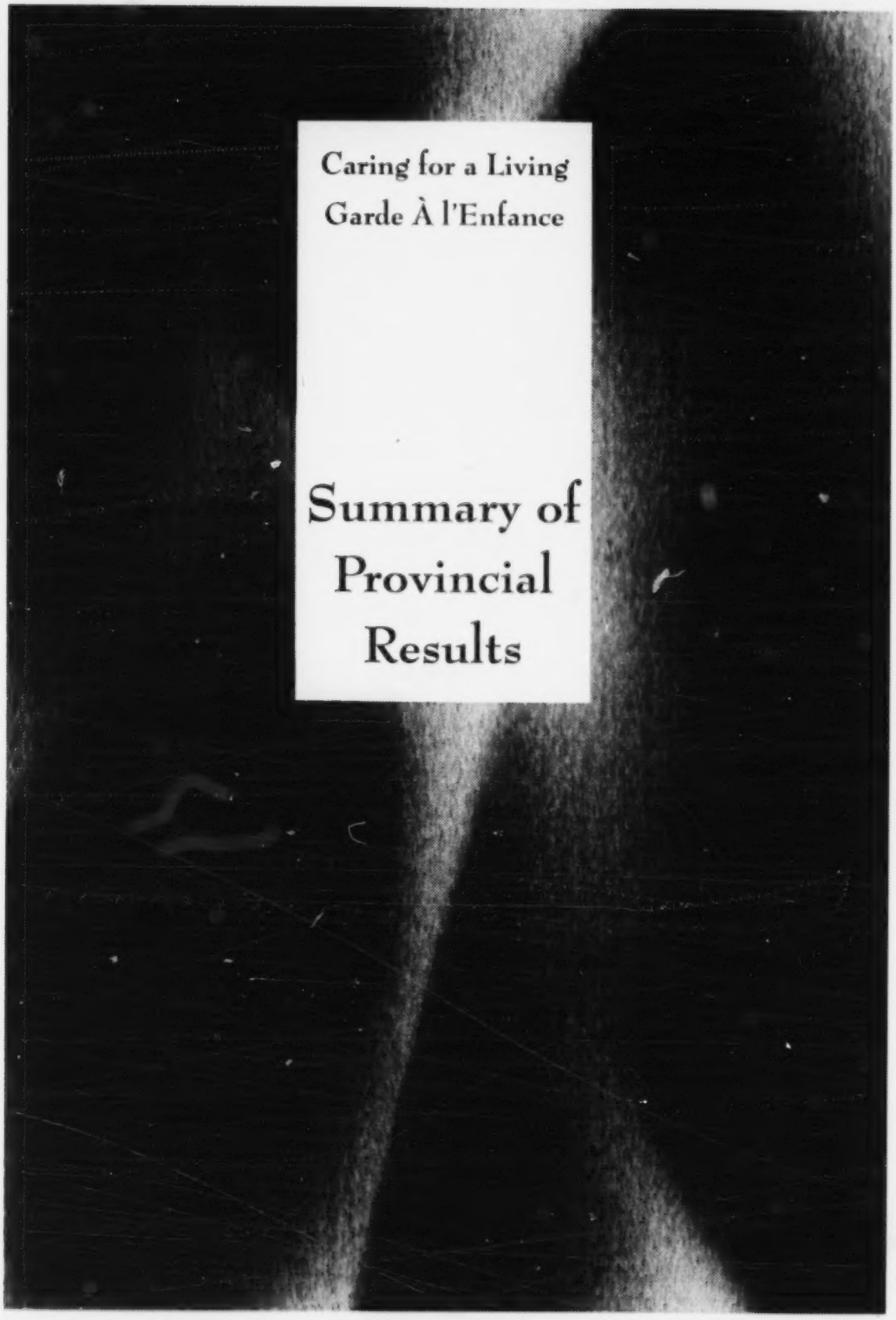
Note: *Numbers in the Table refer to the rank of the significant predictors for each province/territory.*

Table A71b

Predictors of Hourly Wage, by Province/Territory: Education (Early Childhood)

Province/Territory	BC	AB	SK	MN	ON	PQ	NB	NS	PE	NF	YT	NT	NAT
Predictor													
Centre auspice					2	1		1	1				2
Centre location				6	5							1	7
Centre age			7	5	6		1						8
Centre size	3									3			5
Centre budget to wages	2	4	3	2			2			1		2	
Relative fees			2		3								6
Years working at the centre	4		1						2				
Years working in the position		3		4	4			2		2	1		4
Job status			6	1			3						
Educational attainment		2	4	3									1
Union status	1	1	5		1								3

Note: *Numbers in the Table refer to the rank of the significant predictors for each province/territory.*



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Summary of Provincial Results

British Columbia

In British Columbia, as in Canada as a whole, 98% of staff were female. Over half were under 30 years old, with another 22% (versus 16% nationally) 40 years old or older. Just under half were married or living with a partner, and 44% were single. Over seven in 10 had lived in their present community for over five years.

The overall mean hourly wage in British Columbia was $9.06, which translates to approximately $18,000 per year. Wages ranged from $7.85 for Assistant Teachers, to $8.94 for Teachers, $10.14 for Teacher-Directors and $12.73 for Administrative Directors. Staff in non-profit centres earned $9.62 per hour, compared with $8.21 per hour for staff in commercial centres. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. Unionization, percentage of budget going to wages, number of years working in the centre, and auspice were significantly related to hourly wage.

Wage increases were determined in a variety of ways, most commonly on the anniversary of hiring. For commercial centres, most staff wages increases were determined by the owner or Director, while Boards of Directors were important determiners of wage increases in non-profit centres. Most benefits and working conditions were offered to less than half of all full-time staff, with the exceptions of annual paid vacations, being allowed to leave the centre for lunch, sick leave, having a staff office, compensation for working overtime, and financial assistance for workshops and conferences. For commercial centres, only three from this list were offered to the majority: annual paid vacations, being allowed to leave the centre for lunch, and having a staff office. On average, staff in non-profit centres were offered 76% more of the listed benefits and working conditions than their commercial centre counterparts.

Staff in British Columbia centres were well educated. Over 70% had a post-secondary certificate, diploma, or degree; almost 90% of these had post-secondary ECE-related qualifications. Only Ontario and Nova Scotia had a greater percentage of educated staff. The proportion of staff without post-secondary qualifications was twice as high in commercial centres as in non-profit centres. A similar pattern was found for professional development activities. About 82% of commercial centre staff participated in at least one such activity during the previous 12 months, compared with 95% of non-profit centre staff.

Staff had been working at their centre for an average of 3.4 years, 2.7 of these years in their current position. Over one in five staff worked part time, the highest proportion in Canada next to Newfoundland. Full-time staff averaged 38.2 weekly hours of regularly scheduled work, and 37.5 weekly hours of paid work. Half of the staff worked unpaid overtime at the centre, for 2.4 hours per week on average. Over two-thirds of staff did unpaid overtime work outside the centre, averaging 3.8 hours per week.

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers, supervisors, the job itself, working conditions, and pay and promotion opportunities. Overall satisfaction was higher in British Columbia than in other provinces and territories. Staff ranked near or at the top nationally on all subscales

except for satisfaction with pay and promotion opportunities.

Staff gave a rating from one to five for various recommendations for the child care field. "Providing a better salary", "improving benefits", and "promoting more respect for child care workers in today's society", in that order, were the top three recommendations in B.C. The same three choices applied nationally, but with "improving benefits" as the third choice.

Turnover rates were calculated as the total number of staff leaving as a percentage of the total number of staff in all British Columbia centres. According to Directors, one-quarter of all staff left in the 12 months previous to the survey. Two-thirds of these staff quit the centre, 10% took a leave of absence, and a similar proportion were fired. Turnover decreased from 47% for Assistant Teachers to 9% for Administrative-Directors. For those who left voluntarily, the most commonly checked reasons for leaving were to take another job, because of too much stress, and because of pregnancy. Those staff who left to take another job were most likely to go to a better job in child care, except for Administrative-Directors, who went on to jobs unrelated to the field. In contrast to national trends, the turnover rate was higher for centres with wages above the provincial median.

The most significant issue for Directors was finding qualified substitutes; this was rated as a "problem" or "major problem" by 80% of Directors. Affording qualified permanent staff was the next most important issue at 72%. Directors strongly preferred using any additional ongoing funding to increase staff salaries. There were no other strongly preferred uses for such funding.

Alberta

More than 99% of Alberta staff were female, slightly higher than in Canada as a whole. Almost 60% were under 30 years of age; 11% were under 20, which is three times higher than the proportion nationally. About one-third of staff were single, with another 61% married or living with a partner. At 20%, Alberta had the greatest proportion of staff who were not born in Canada. Over three-quarters of these staff have lived in Canada for over five years, the lowest proportion for any province.

The overall mean hourly wage was $6.95, equivalent to less than $14,000 per year. Assistant Teachers earned $6.23, Teachers $6.76, Teacher-Directors $8.14, and Administrative-Directors earned $10.45 per hour. Staff in commercial centres had an hourly wage of $6.37 compared with $8.25 in non-profit centres and $10.37 in municipal centres. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. Unionization, education, number of years working in the position, and percentage of budget going to wages were the variables that were significantly related to hourly wage in Alberta.

Wage increases were determined differently for the three different auspice types. In commercial centres, the most common determinant was a decision by the owner and/or Director. In non-profit centres, Board of Director recommendation was the most common, and in municipal centres, wage increases were most likely to come on the anniversary date of hiring. The following benefits and working conditions were offered to over half of Alberta full-time child care staff: permission to leave the centre at lunch, annual paid vacation, paid coffee breaks, a staff room and staff washroom. Of the 31 different benefits and conditions mentioned in the questionnaire, the number available to half or more of staff in each auspice was: 22 for municipal, 12 for non-profit, and five for commercial.

Alberta child care staff, though slightly more educated than the Alberta employed labour force, had fewer post-secondary credentials than their counterparts in other provinces and territories. About 62% of Alberta staff have no post-secondary certificate, diploma or degree, compared with 32% of staff in all of Canada. This lack of qualifications varies by auspice, with 70% without credentials in commercial centres, 44% in non-profit centres, and 21% in municipal centres. Participation in professional activities reflects a similar pattern. In commercial centres, 26% of staff had no such activities in the past year, compared with 15% of non-profit staff and only 2% of municipal staff.

Alberta staff had been working at their centres for an average of 2.7 years, 2.3 of these years in their current position. About 16% of staff worked part time. Full-time staff averaged 39.5 regularly scheduled hours of work per week, and 38.4 weekly hours of paid work. Unpaid overtime was worked by half of the staff, for 2.0 hours on average. About 60% of staff did unpaid overtime work outside the centre, for an average of 3.8 hours per week.

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers, supervisors, the job itself, working conditions, and pay and promotion opportunities. Overall satisfaction, as well as satisfaction on all subscales except working conditions, were lower in Alberta than in

the other 10 provinces. Alberta staff also scored lowest on a 10-item scale measuring commitment to the centre.

The top three recommendations for the child care field made by Alberta staff paralleled the national trend: "providing a better salary", "improving benefits", and "promoting more respect for child care workers in today's society."

The turnover rate in Alberta centres, at 42%, was the highest of any province, though lower than the Yukon and the Northwest Territories. Of those leaving the centre, 55% quit, 8% were fired, and 8% were laid off due to low enrolment. The most common reasons for leaving voluntarily were to take another job and because of pregnancy. Assistant Teachers, Teacher-Directors and Administrative-Directors who took another job were most likely to move outside of the field, while for Teachers, the most common move was a lateral one to a similar child care job. Turnover rates were over twice as high for centres with wages below the median provincial wage than for centres above the median.

The most significant issue for Alberta Directors was finding qualified substitutes. This was rated as a "problem" or "major problem" by 86% of Directors. Finding permanent staff was the next most important issue at 74%. Directors preferred that additional ongoing funding go towards increasing staff salaries. Relative to other provinces, there was strong support for improving staff training for Alberta staff.

Saskatchewan

The following results will describe non-profit Saskatchewan centres only, as there was a low return rate for the few commercial centres that exist in the province.

About 98% of child care staff in Saskatchewan were female, much as in the rest of Canada. Fifty-five per cent of staff were under 30 years old, with another 21% 40 years old or older. Half were married or living with a partner, and 42% were single. Almost three-quarters had lived in their present community for over five years.

The overall mean hourly wage in Saskatchewan was $7.94, which translates to approximately $16,000 per year. Wages ranged from $6.59 for Assistant Teachers, to $7.52 for Teachers, $9.42 for Teacher-Directors and $12.52 for Administrative-Directors. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. The significant predictors were: number of years working in the centre. centre fees relative to the provincial average, percentage of the centre budget devoted to staff wages, level of education, unionization, full/part-time status, and the number of years the centre has been open.

Wage increases were determined in a variety of ways, most commonly on the anniversary of hiring. The only benefits and working conditions offered to over half of Saskatchewan full-time staff were: paid coffee breaks, being allowed to leave the centre for lunch, written job descriptions, compensation for overtime, a staff room, washroom and office, financial assistance for workshops, job-protected maternity leave, sick leave, and annual paid vacation. Of all the Canadian provinces and territories, Saskatchewan had the highest proportion of staff with a staff office (64%, versus 54% nationally), and receiving financial assistance for workshops (68%, compared with 50% nationally).

Just under half of Saskatchewan staff had a post-secondary certificate, diploma, or degree; almost 70% of these had post-secondary ECE-related credentials. A large majority of staff (86%) had participated in some professional development activity in the previous 12 months. Half of all staff had attended a conference, the highest level in Canada; in contrast, 41% had taken a first aid course in the past year, the lowest of all provinces and territories.

Child care staff in Saskatchewan had been working at their centre for 4.1 years on average, 3.4 of these years in their current job position. One in nine staff worked part time. Full-time staff averaged 38.5 hours of regularly scheduled work and 38.3 hours of paid work per week. About 46% of staff worked unpaid overtime at the centre, for an average of 2.3 hours per week. Unpaid work outside of the centre was reported by 71% of staff, for an average of 3.9 hours per week.

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers, supervisors, the job itself, working conditions, and pay and promotion opportunities. Overall satisfaction was about the same as in Canada as a whole, a score of about 36 out of the maximum of 50.

Saskatchewan staff rated various recommendations for the child care field, using a five-point scale. The top three recommendations matched those nationally: "providing a better salary", "improving benefits", and "promoting more respect for

child care workers in today's society", in that order.

Turnover rates were calculated as the total number of staff leaving as a percentage of the total number of staff in Saskatchewan centres. According to the Directors, 26% of all staff left in the 12 months previous to the survey. The top reasons for turnover were: quitting the centre (62%), taking a leave of absence (12%), and being laid off due to low enrolment (12%). Turnover was highest for Teachers at 29%, followed by Assistant Teachers at 25%, Administrative-Directors at 20% and Teacher-Directors at 15%. For those who left the job voluntarily, the most commonly checked reasons for leaving were to return to school, because of pregnancy, and to take another job. For Teachers who left to take another job, this job was most likely unrelated to the child care field. Similarly, those returning to school, were most likely taking a program unrelated to ECE or public school education. Turnover rates were almost twice as high for centres with wages below the provincial median than for those above the median.

In Saskatchewan, the most significant issue for Directors was finding qualified substitutes; this was rated as a "problem" or "major problem" by 70% of Directors. Affording qualified permanent staff was next most important at 66%. Directors strongly preferred using any additional ongoing funding to increase staff salaries. There were no other strongly preferred uses for such funding.

Manitoba

In Manitoba, 96% of staff were female, slightly less than in Canada as a whole. Over half were under 30 years old, with another 21% (versus 16% nationally) 40 years old or more. Over 60% were married or livir g with a partner, and one-third were single. Over 80% had lived in their present community for over five years, the greatest proportion of any province.

The overall mean hourly wage in Manitoba was $9.85, which translates to approximately $19,500 per year. Wages ranged from $8.60 for Assistant Teachers, to $9.29 for Teachers, $12.25 for Teacher-Directors, and $15.36 for Administrative-Directors. Staff in non-profit centres earned $9.99 per hour, compared with $8.01 per hour for staff in commercial centres. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. The status of staff (full time, part time, casual), percentage of the centre budget devoted to staff wages, level of education, and number of years in the current job position were the significant predictors.

Wage increases were determined in a variety of ways, most commonly on the anniversary of hiring. This trend held true for both commercial and non-profit centres. Of the 31 benefits and working conditions listed in the questionnaire, 20 were enjoyed by half or more of Manitoba staff; this total was the highest in Canada. The 11 not available for most staff were: paid lunch breaks, paid association memberships, compensation for parent meetings and Board of Director meetings, compensation for on-site training (though Manitoba staff had the highest proportion with this benefit at 30%), compensation for fundraising, a formal grievance procedure (again, but with the highest proportion in Canada at 45%), written contract, burnout days, reduced child care fees, and a retirement/pension plan. Manitoba full-time staff also had the highest proportion in Canada for the following benefits and working conditions: compensation for staff meetings (70%, versus 41% nationally), written job description (62%, versus 51% nationally), compensation for overtime (63%, versus 50% nationally), sick leave (92%, versus 72% nationally), short-term disability (73%, versus 53% nationally), and dental coverage (74%, versus 59% nationally). Unlike most provinces, commercial staff in Manitoba had almost as many benefits and working conditions as their non-profit counterparts. The total number of benefit/working conditions offered to 50% or more of staff was 11, versus a national total for commercial centres of six.

Staff in Manitoba centres were well educated. Approximately 63% had a post-secondary certificate, diploma, or degree; 79% of these had post-secondary ECE-related qualifications. The proportion of staff with post-secondary qualifications was 43% in commercial centres compared with 64% in non-profit centres. Participation in professional development activities was higher in Manitoba than in any other province or territory; 96% of staff took part in at least one such activity during the previous 12 months, compared with 87% nationally. Almost three in four had taken a first aid course, the highest percentage in Canada, where the average was 56%. Participation was especially high for Teacher-Directors and Administrative-Directors, where every single respondent reported some professional development.

In Manitoba, staff had been working at their centre for an average of 4.0 years, 3.1 of these years in their current position. About 14% of staff worked part time. Full-time staff averaged 37.9 weekly hours of regularly scheduled work, and 37.6 weekly hours of paid work. Half of the staff worked unpaid overtime at the centre, for 2.4 hours per week on average. Over two-thirds of staff did unpaid overtime work outside the centre, averaging 3.3 hours per week.

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers, supervisors, the job itself, working conditions, and pay and promotion opportunities. The overall mean satisfaction score in Manitoba was 36.8, slightly higher than the overall Canadian mean of 36. On each of the satisfaction subscales, Manitoba was close to the national mean score.

Staff gave a rating from one to five for various recommendations for the child care field. "Providing a better salary", "promoting more respect for child care workers in today's society", and "improving benefits", in that order, were the top three recommendations in Manitoba. The same three choices, in the same order, also held nationally.

Turnover rates were calculated as the total number of staff leaving as a percentage of the total number of staff in all Manitboa centres. According to Directors, 22% of all staff left in the 12 months previous to the survey. Sixty-one per cent of these staff quit the centre, 12% were fired, and 11% took a leave of absence. Turnover decreased from 24% for Assistant Teachers to 12% for Teacher-Directors. For those who left voluntarily, the most commonly checked reasons for leaving were to take another job, because of pregnancy, and because of too much stress. Those staff who left to take another job were most likely to go to another job in child care, sometimes a better job, sometimes a lateral move. Turnover rates were slightly higher for those centres with wages below the provincial median than for those above the median.

In Manitoba, the most significant issue for Directors was finding qualified substitutes; this was rated as a "problem" or "major problem" by 78% of Directors. Affording qualified permanent staff was the next most important issue at 74%. Directors strongly preferred using any additional ongoing funding to increase staff salaries. There were no other strongly preferred uses for such funding.

Ontario

In Ontario, 97% of staff were female. Sixty-three per cent were under 30 years old, with another 12% (the lowest of all the 10 provinces) 40 years old or more. Over 55% were married or living with a partner, and 40% were single. Over seven in 10 have lived in their present community for over five years.

The overall mean hourly wage in Ontario was $11.38, which translates to approximately $22,000 per year. (This figure is an underestimate, due to under-reporting of the Direct Operating Grant by staff in non-profit centres.) Wages ranged from $8.84 for Assistant Teachers, to $11.51 for Teachers, $12.49 for Teacher-Directors, and $14.78 for Administrative-Directors. Staff in municipal centres earned $14.17 per hour, those in non-profit centres earned $10.98 per hour, and $10.62 per hour was the mean staff wage in commercial centres. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. The significant predictors were: unionization, auspice, centre fees relative to the provincial average, number of years in the same job position, level of education, urban versus rural location, and the number of years the centre has been open.

Wage increases were determined in a variety of ways, most commonly on the anniversary of hiring. This was the trend for staff in municipal and commercial centres; non-profit centre staff, in contrast, reported "cost of living increases" as the most common determiner of wage increases. Eighteen of 31 benefits and working conditions were offered to more than half of all full-time Ontario staff: paid coffee breaks (84% of staff, the highest in Canada), annual paid vacations, being allowed to leave the centre for lunch, sick leave, having staff rooms, washrooms, a staff office, basic medical insurance, extended health benefits, short- and long-term disability, dental coverage, life insurance, a retirement/pension plan, compensation for working overtime, written job descriptions, job-protected maternity leave, and financial assistance for workshops and conferences. For other benefits and working conditions, which were not given to the majority of staff for any province or territory, Ontario staff received the most; 42% had written contracts compared with 35% nationally, and 44% had scheduled days off, again compared with 35% nationally. Staff in municipal and non-profit centres had the highest number of benefits and working conditions offered to the majority of staff, with commercial centre staff third: these numbers were 20, 19, and 16 respectively.

Staff in Ontario centres were well educated. Over 85% had a post-secondary certificate, diploma, or degree (the highest in Canada); 90% of these had post-secondary ECE-related qualifications. The proportion of staff with post-secondary qualifications was higher in municipal centres (89%) than in non-profit (85%) or commercial (84%) centres. A similar pattern was found for professional development activities. About 81% of commercial centre staff participated in at least one such activity during the previous 12 months, compared with 90% of non-profit centre staff and 95% of municipal centre staff.

In Ontario, staff had been working at their centre for an average of 3.0 years, 2.4 of these years in their current position. About 9% of staff worked part time. Full-time staff averaged 39 weekly hours of regularly scheduled work, and 38.4 weekly hours of

paid work. Forty-five per cent of the staff worked unpaid overtime at the centre, for 2.7 hours per week on average. Over three-quarters of staff did unpaid overtime work outside the centre, averaging 3.6 hours per week.

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers, supervisors, the job itself, working conditions, and pay and promotion opportunities. Overall satisfaction for Ontario staff scored at 36.8, close to the national mean of 36. Satisfaction with pay and promotion was the highest of any province, with a mean of 5.4 compared with the national mean of 5.1.

Staff gave a rating from one to five for various recommendations for the child care field. "Promoting more respect for child care workers in today's society", "providing a better salary", and "improving benefits", in that order, were the top three recommendations in Ontario. The same three choices applied nationally, but with "providing a better salary" as the first choice and "promoting more respect..." as the second choice.

Turnover rates were calculated as the total number of staff leaving as a percentage of the total number of staff in all Ontario centres. According to Directors, 19% of all staff left in the 12 months previous to the survey. Two-thirds of these staff quit the centre, 9% took a leave of absence, and 6% were fired. Turnover decreased from 22% for Teachers to 8% for Administrative-Directors. For those who left voluntarily, the most commonly checked reasons for leaving were to take another job, or because of a family move. Those staff who left to take another job were most likely to go to a similar job in child care, except for Administrative-Directors, who went on to jobs unrelated to the field. Turnover rates were about twice as high for centres paying wages below the provincial median than for those above the median.

In Ontario, the most significant issues for Directors were finding qualified substitutes and finding professional development opportunities; these were each rated as a "problem" or "major problem" by 53% of Directors. Finding permanent staff and keeping permanent staff were rated as less of a problem in Ontario than elsewhere in Canada. Directors strongly preferred using any additional ongoing funding to increase staff salaries. The only other strongly preferred use for such funding was to increase the number of staff.

Quebec

In Quebec, as in Canada as a whole, 98% of staff were female. Half were under 30 years old, with another 16% 40 years old or more. Over 60% were married or living with a partner, and 30% were single. Over seven in 10 had lived in their present community for over five years.

The overall mean hourly wage in Quebec was $9.30, which translates to approximately $18,500 per year. Wages ranged from $8.69 for Assistant Teachers, to $10.25 for Teachers, $9.93 for Teacher-Directors, and $13.41 for Administrative-Directors. Staff in non-profit centres earned $10.04 per hour, compared with $7.36 per hour for staff in commercial centres. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. The only significant predictor of hourly wage was the centre auspice.

Wage increases were determined in a variety of ways, most commonly by on-the-job experience. For commercial centres, most staff wages increases were determined by the owner or Director, while written pay scales were important determiners of wage increases in non-profit centres. Most benefits and working conditions were offered to less than half of all full-time Quebec staff, with the exceptions of paid coffee breaks, annual paid vacations, being allowed to leave the centre for lunch, a staff room, sick leave, compensation for working overtime, job-protected maternity leave (the highest in Canada at 80% of staff with this benefit), financial assistance for workshops and conferences, basic medical insurance, extended health benefits, short- and long-term disability, dental coverage and life insurance. For commercial centres, only four from this list were offered to the majority: annual paid vacations, being allowed to leave the centre at lunch, job-protected maternity leave, and basic medical insurance. A majority of full-time staff in non-profit centres were offered 19 of the 31 listed benefits and working conditions.

Staff in Quebec centres were well educated. Over 65% had a post-secondary certificate, diploma, or degree; 77% of these had post-secondary ECE-related qualifications. The proportion of staff without post-secondary qualifications was higher in commercial centres than in non-profit centres, 41% compare with 32%. A much different pattern was found for professional development activities. About 96% of commercial centre staff participated in at least one such activity during the previous 12 months, compared with 86% of non-profit centre staff.

In Quebec, staff had been working at their centre for an average of 4.4 years, 4.0 of these years in their current position. Both of these figures are the highest of any Canadian province or territory. One in nine staff worked part time. Full-time staff averaged 36.5 weekly hours of regularly scheduled work, and 36 weekly hours of paid work; both of these figures are the lowest in Canada. Forty per cent of the staff worked unpaid overtime at the centre (the lowest provincial percentage), for 2.5 hours per week on average. About two-thirds of staff did unpaid overtime work outside the centre, averaging 2.6 hours per week (the least in Canada).

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers,

Note: *The combined average wage for Assistant Teachers and Teachers is $9.06. These positions are combined due to difficulties experienced by Quebec staff in interpreting the job position titles.*

supervisors, the job itself, working conditions, and pay and promotion opportunities. Overall satisfaction in Quebec was just under the national mean; 35.2 compared with 36. Most of this difference is due to satisfaction with working conditions, which was lower in Quebec than the other nine provinces and two territories.

Staff gave a rating from one to five for various recommendations for the child care field. "Promoting more respect for child care workers in today's society", "providing a better salary", and "establishing a career ladder", in that order, were the top three recommendations in Quebec. Only in Quebec did the career ladder recommendation rank in the top three.

Turnover rates were calculated as the total number of staff leaving as a percentage of the total number of staff in all Quebec centres. According to Directors, 23% of all staff left in the 12 months previous to the survey. Half of these staff quit the centre, 18% were fired, and 16% took a leave of absence. Turnover was highest for Teacher-Directors at 32% and lowest for Administrative-Directors at 7%. For those who left voluntarily, the most commonly checked reasons for leaving were to take another job, because of pregnancy, and not being satisfied with the pay. Those staff who left to take another job were most likely to go to a job in elementary school, or a similar child care job. Turnover rates were about one-third higher for centres paying wages below the provincial median than for those above the median.

In Quebec, the most significant issue for Directors was affording qualified permanent staff; this was rated as a "problem" or "major problem" by 76% of Directors. Finding qualified substitutes was the next most important issue at 58%. Directors strongly preferred using any additional ongoing funding to increase staff salaries. There were no other strongly preferred uses for such funding.

New Brunswick

In New Brunswick, 99% of staff were female. Almost 60% were under 30 years old, with another 17% 40 years old or more. About 55% were married or living with a partner, and 39% were single. Three-quarters had lived in their present community for over five years.

The overall mean hourly wage in New Brunswick was $6.50, which translates to approximately $13,000 per year. Wages ranged from $6.03 for Assistant Teachers, to $6.20 for Teachers, $7.50 for Teacher-Directors and $9.53 for Administrative-Directors. Staff in non-profit centres earned $6.87 per hour, compared with $6.13 per hour for staff in commercial centres. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. The three significant predictors were: the age of the centre, percentage of the centre budget devoted to staff wages, and Teacher status as full-time, part-time, or casual staff.

Wage increases were determined in different ways for centres of different auspices. For commercial centres, most staff wage increases were determined by the owner or Director, while Boards of Directors were important determiners of wage increases in non-profit centres. Few benefits and working conditions were offered to the majority of all full-time New Brunswick staff, with the exceptions of paid coffee breaks, annual paid vacations, being allowed to leave the centre for lunch, sick leave, and financial assistance for workshops and conferences. For commercial centres, only one benefit from this list was offered to the majority: annual paid vacations. The majority of staff in non-profit centres were offered job-protected maternity leave and a written job description in addition to the above list of five benefits and working conditions.

Just under half of New Brunswick staff have a post-secondary certificate, diploma, or degree; almost 80% of these had post-secondary ECE-related credentials. The proportion of staff without post-secondary qualifications in commercial centres was 62% compared with 39% in non-profit centres. A similar pattern was found for professional development activities. About 80% of commercial centre staff participated in at least one such activity during the previous 12 months, compared with 88% of non-profit centre staff.

In New Brunswick, staff have been working at their centre for an average of 3.0 years, 2.3 of these years in their current position. About 9% of staff worked part time. Full-time staff averaged 40.2 weekly hours of regularly scheduled work, and 39.7 weekly hours of paid work. Fifty-six per cent of the staff worked unpaid overtime at the centre, for 3.2 hours per week on average. Two-thirds of staff did unpaid overtime work outside the centre, averaging 5.0 hours per week.

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers, supervisors, the job itself, working conditions, and pay and promotion opportunities. Overall satisfaction in New Brunswick was slightly higher than for all Canadian staff, 36.7 versus 36. Satisfaction with the job itself was higher in New Brunswick than elsewhere.

Staff gave a rating from one to five for various recommendations for the child care field. "Providing a better salary", "promoting more respect for child care

workers in today's society", and "improving benefits", in that order, were the top three recommendations in New Brunswick. The same three choices applied nationally.

Turnover rates were calculated as the total number of staff leaving as a percentage of the total number of staff in all New Brunswick centres. According to Directors, 28% of all New Brunswick staff left in the 12 months previous to the survey. Fifty-three per cent of these staff quit the centre, 17% were laid off due to low enrolment (compared with 6% in Canada overall), and 13% were fired. Turnover decreased from 35% for Teachers to 15% for Teacher-Directors. For those who left voluntarily, the most commonly checked reasons for leaving were to take another job and because of dissatisfaction with the pay. Those staff who left to take another job were most likely to go to a better job in child care or to teach in elementary school. Turnover rates were slightly higher in centres paying wages below the provincial median than for those above the median.

In New Brunswick, the most significant issue for Directors was affording qualified permanent staff; this was rated as a "problem" or "major problem" by 92% of Directors. Finding qualified substitutes was the next most important issue at 78%. Directors strongly preferred using any additional ongoing funding to increase staff salaries. There were no other strongly preferred uses for such funding.

Nova Scotia

In Nova Scotia, 99% of staff were female. Over 62% were under 30 years old (the greatest proportion in Canada), with another 16% 40 years old or more. Just over half were married or living with a partner, and 41% were single. Almost seven in 10 had lived in their present community for over five years. Nova Scotia had the highest percentage of staff born in Canada; 97% compared with 86% nationally.

The overall mean hourly wage in Nova Scotia was $7.95, which translates to approximately $16,000 per year. Wages ranged from $6.22 for Assistant Teachers, to $7.64 for Teachers, $9.31 for Teacher-Directors, and $12.53 for Administrative-Directors. Staff in non-profit centres earned $9.31 per hour, compared with $6.47 per hour for staff in commercial centres. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. Only centre auspice and the number of years worked in the position were statistically significant.

Wage increases were determined in different ways, depending on centre auspice. For commercial centres, most staff wage increases were determined by the owner or Director, while cost of living allowances were the most important determiner of wage increases in non-profit centres. Only eight of 31 benefits and working conditions were offered to more than half of all full-time Nova Scotia staff, with the exceptions of paid lunch breaks, annual paid vacations, being allowed to leave the centre for lunch, sick leave, having a staff room, office and staff washrooms, and financial assistance for workshops and conferences. For commercial centres, only four from this list were offered to the majority of staff: annual paid vacations, being allowed to leave the centre at lunch, sick leave, and financial assistance for workshops. Staff in non-profit centres were offered 16 of the listed benefits and working conditions, more than three times the number of their commercial centre counterparts.

Staff in Nova Scotia centres were well educated. Over 88% had a post-secondary certificate, diploma, or degree; 72% of these had post-secondary ECE-related qualifications. Only Ontario had a greater percentage of educated staff. The proportion of staff without post-secondary qualifications was 27% in commercial centres compared with 16% in non-profit centres. A similar pattern was found for professional development activities. About 77% of commercial centre staff participated in at least one such activity during the previous 12 months, compared with 94% of non-profit centre staff.

In Nova Scotia, staff had been working at their centre for an average of 3.9 years, 3.4 of these years in their current position. Twelve per cent of staff worked part time. Full-time staff averaged 39.3 weekly hours of regularly scheduled work, and 38.4 weekly hours of paid work. Almost six in 10 staff worked unpaid overtime at the centre, for 3.3 hours per week on average. Over 80% of staff did unpaid overtime work outside the centre, averaging 5.2 hours per week.

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers, supervisors, the job itself, working conditions, and pay and promotion opportunities. Overall satisfaction was slightly lower in Nova Scotia, 35.2 versus 36 in Canada overall.

Staff gave a rating from one to five for various recommendations for the child care field. "Providing a better salary", "promoting more respect for child care workers in today's society", and "improving benefits", in that order, were the top three recommendations in Nova Scotia. The same three choices applied nationally.

Turnover rates were calculated as the total number of staff leaving as a percentage of the total number of staff in all Nova Scotia centres. According to Directors, 24% of all staff left in the 12 months previous to the survey. Fifty-six per cent of these staff quit the centre and 15% were fired. Turnover decreased from 30% for Teachers to 0% for Administrative-Directors. For those who left voluntarily, the most commonly checked reasons for leaving were to take another job and because of pregnancy. Those staff who left to take another job were most likely to go to a better job in child care. Turnover rates for centres paying wages below the provincial median were almost three times as high as those in centres above the median.

In Nova Scotia, the most significant issue for Directors was finding qualified substitutes; this was rated as a "problem" or "major problem" by 75% of Directors. Affording qualified permanent staff was the next most important issue at 72%. Directors strongly preferred using any additional ongoing funding to increase staff salaries. There were no other strongly preferred uses for such funding.

Prince Edward Island

In Prince Edward Island, 99% of staff were female. Fifty-five per cent were under 30 years old, with another 22% (versus 16% nationally) 40 years old or more. About 56% were married or living with a partner, and 38% were single. Almost seven in 10 had lived in their present community for over five years.

The overall mean hourly wage in Prince Edward Island was $7.73, which translates to approximately $15,500 per year. Wages ranged from $7.29 for Assistant Teachers, to $7.25 for Teachers, to $9.40 for Teacher-Directors. Staff in non-profit centres earned $7.02 per hour, compared with $8.18 per hour for staff in commercial centres. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. Only auspice and number of years working in the centre were significantly related to hourly wage.

Wage increases were determined in different ways, depending on the centre auspice. For commercial centres, most staff wage increases took place on the anniversary date of hiring, while Boards of Directors were the most important determiners of wage increases in non-profit centres. Only four benefits and working conditions were offered to more than half of all full-time staff: annual paid vacations, sick leave, paid coffee breaks, and financial assistance for workshops and conferences. No other province had so few benefits and working conditions offered to the majority of staff. The same four were available for commercial staff, while those in non-profit centres had these four plus paid lunch breaks, a staff office, and were allowed to leave the centre during lunch.

Staff in Prince Edward Island centres were well educated. Sixty-nine per cent had a post-secondary certificate, diploma, or degree; two-thirds of these had post-secondary ECE-related qualifications. The proportion of staff without post-secondary qualifications was about the same in commercial centres as in non-profit centres. A high percentage (91%) of staff took part in some professional development activities during the previous year. Approximately 72% of staff attended a workshop, the highest in Canada. The percentage of commercial centre staff having some professional development was higher than for non-profit centre staff; 97% compared with 83%.

In Prince Edward Island, staff had been working at their centre for an average of 2.6 years (the least in the 10 provinces and two territories), 2.3 of these years in their current position. One in seven staff worked part time. Full-time staff averaged 41 weekly hours of regularly scheduled work, and 40.9 weekly hours of paid work; both of these figures are the highest in Canada. Only 43% of the staff worked unpaid overtime at the centre (the lowest percentage in Canada), for 3.3 hours per week on average. Over three-quarters of staff did unpaid overtime work outside the centre, averaging 3.8 hours per week.

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers, supervisors, the job itself, working conditions, and pay and promotion opportunities. Mean overall satisfaction was 37.6, higher only in British Columbia. Staff ranked at the top nationally on subscales on co-workers and supervisors, and Prince Edward Island was the top province on satisfaction with pay and promotion. On a 10-item scale measuring

commitment to the centre, Prince Edward Island staff were the highest in Canada, averaging 8.0 compared with the national mean of 7.1.

Staff gave a rating from one to five for various recommendations for the child care field. "Providing a better salary", "improving benefits", and "promoting more respect for child care workers in today's society", in that order, were the top three recommendations in Prince Edward Island. The same three choices applied nationally, but with "improving benefits" as the third choice.

Turnover rates were calculated as the total number of staff leaving as a percentage of the total number of staff in all Prince Edward Island centres. According to Directors, 16% of all staff left in the 12 months previous to the survey; this was the lowest turnover rate nationally. Only 37% of staff quit the centre, much less than the national proportion of 60%. One-quarter were laid off due to low enrolment, and 18% were fired; both of these are the highest in their category for Canada overall. Turnover decreased from 26% for Teachers to 6% for Teacher-Directors. For those who left voluntarily, the most commonly checked reasons for leaving were because of too much stress and because of pregnancy. Turnover rates were the same for staff in centres paying wages below the provincial median and those paying above the median.

In Prince Edward Island, the most significant issue for Directors was affording qualified permanent staff; this was rated as a "problem" or "major problem" by 77% of Directors. Finding qualified substitutes was the next most important issue at 67%. Directors strongly preferred using any additional ongoing funding to increase staff salaries. There were two other strongly preferred uses for such funding, to improve facilities and increase supplies.

Newfoundland

In Newfoundland, all of the staff responding to the questionnaire were female. Sixty-two per cent were under 30 years old, with another 22% 40 years old or more. Almost six out of 10 were married or living with a partner, and 38% were single. Over three-quarters had lived in their present community for over five years.

The overall mean hourly wage in Newfoundland was $6.20, which translates to approximately $12,500 per year. Wages ranged from $5.57 for Assistant Teachers, to $6.03 for Teachers, $6.54 for Teacher-Directors, and $13.57 for Administrative-Directors. Staff in non-profit centres earned $7.25 per hour, compared with $5.78 per hour for staff in commercial centres. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. Only percentage of budget going to wages, number of years working in the position, and number of staff were significantly related to hourly wage.

Wage increases were determined in different ways, depending on the centre auspice. For commercial centres, most staff wage increases were determined by the owner or Director, while Boards of Directors were important determiners of wage increases in non-profit centres. Only five benefits and working conditions were offered to more than half of all full-time Newfoundland staff: annual paid vacations, sick leave, paid coffee breaks, paid lunch breaks, and being allowed to leave the centre during lunch. The same five were available for commercial staff, while those in non-profit centres had four of these five (not paid lunch breaks) plus paid preparation and planning time, written job descriptions, compensation for overtime, staff rooms and offices, financial assistance for workshops, job-protected maternity leave, basic medical insurance, extended health benefits, short- and long-term disability, dental coverage, and life insurance.

Staff in Newfoundland centres were well educated. Sixty-three per cent had a post-secondary certificate, diploma, or degree; 81% of these had post-secondary ECE-related qualifications. The proportion of staff without post-secondary qualifications was 32% in commercial centres and 49% in non-profit centres. The opposite pattern was found for professional development activities. About 80% of commercial centre staff participated in at least one such activity during the previous 12 months, compared with 95% of non-profit centre staff.

In Newfoundland, staff had been working at their centre for an average of 2.7 years, 1.9 of these years in their current position. Over one in four staff worked part time, the highest proportion in Canada. Full-time staff averaged 40.6 weekly hours of regularly scheduled work, and 40 weekly hours of paid work. Half of the staff worked unpaid overtime at the centre, for 3.0 hours per week on average. About two-thirds of staff did unpaid overtime work outside the centre, averaging 5.8 hours per week.

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers, supervisors, the job itself, working conditions, and pay and promotion opportunities. The overall satisfaction score was 35.8, close to the national mean of 36. However, satisfaction with pay and promotion was the lowest of all provinces and territories.

Staff gave a rating from one to five for various recommendations for the child care field. "Providing a better salary", "improving benefits", and "promoting more respect for child care workers in today's society", in that order, were the top three recommendations in Newfoundland. The same three choices applied nationally, but with "improving benefits" as the third choice.

Turnover rates were calculated as the total number of staff leaving as a percentage of the total number of staff in all Newfoundland centres. According to Directors, 27% of all staff left in the 12 months previous to the survey. Over 70% of these staff quit the centre, 8% took a leave of absence, and 6% were laid off due to low enrolment. Turnover decreased from 41% for Assistant Teachers to 0% for Administrative-Directors. For those who left voluntarily, the most commonly checked reasons for leaving were to return to school and to take another job. Those staff who left to take another job were most likely to go to a better job in child care. For those returning to school, Assistant Teachers were most likely to be in ECE programs, while Teachers were in programs unrelated to education. In contrast to national trends, the turnover rate was higher for centres with wages above the provincial median.

In Newfoundland, the most significant issue for Directors was affording qualified permanent staff; this was rated as a "problem" or "major problem" by 63% of Directors. Finding qualified substitutes was the next most important issue at 56%. Directors strongly preferred using any additional ongoing funding to increase staff salaries. There were no other strongly preferred uses for such funding.

Yukon Territory

The Yukon Territory (and the Northwest Territories) had the highest proportion of male staff, 10% compared with 2% nationally. Staff were older than in Canada as a whole: 48% were under 30 years old (versus 58% nationally), with another 31% (versus 16% nationally) 40 years old or more. The older population was reflected in the marital status of staff. Almost two-thirds were married or living with a partner, and 30% were single. One-quarter of staff had lived in their present community for under one year, substantially higher than the 5% of staff nationally.

The overall mean hourly wage in the Yukon was $9.75, which translates to approximately $19,500 per year. Wages ranged from $8.44 for Assistant Teachers, to $9.58 for Teachers, $11.13 for Teacher-Directors, and $14.59 for Administrative-Directors. There was not enough response from commercial centres to estimate their average wages. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. Only the number of years working in the position was significantly related to hourly wage.

Wage increases were determined in a variety of ways, most commonly with more education or training; 44% of staff received increases this way, compared with 20% in Canada as a whole. Very few benefits and working conditions were offered to more than half of all full-time Yukon staff, with the exceptions of annual paid vacations, and being allowed to leave the centre for lunch.

Staff in Yukon centres were relatively well educated. Forty-two per cent had a post-secondary certificate, diploma, or degree; half of these had post-secondary ECE-related qualifications. Next to Alberta, the Yukon had the greatest proportion of staff with no professional development activities in the past year, over 20%.

In the Yukon, staff had been working at their centre for an average of 1.9 years, 1.7 of these years in their current position. One in 10 staff worked part time. Full-time staff averaged 39.5 weekly hours of regularly scheduled work, and 38.9 weekly hours of paid work. Just over half of the staff worked unpaid overtime at the centre, for 3.9 hours per week on average. The same percentage of staff did unpaid overtime work outside the centre, averaging 6.3 hours per week.

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers, supervisors, the job itself, working conditions, and pay and promotion opportunities. The overall satisfaction scale score was 35.1, somewhat lower than the national average of 36. Most of this difference was accounted for by a low satisfaction with co-workers, which was eight (on a scale from one to 10) compared with 8.6 nationally.

Staff gave a rating from one to five for various recommendations for the child care field. "Improving benefits", "providing a better salary", and "promoting more respect for child care workers in today's society", in that order, were the top three recommendations in the Yukon. The same three choices applied nationally, but with the salary issue first, followed by respect and then benefits.

Turnover rates were calculated as the total number of staff leaving as a percentage of the total number of staff in all Yukon centres. According to Directors, 84% of all Yukon staff left in the 12 months previous

to the survey. Forty-five per cent of these staff quit the centre, 15% were fired, and 9% were laid off due to low enrolment. Turnover was high, at least 43%, in all four job positions. For those who left voluntarily, the most commonly checked reasons for leaving were to take another job, because of too much stress, because of pregnancy, and because of dissatisfaction with pay and benefits. Those staff who left to take another job were most likely to go to a job unrelated to child care or to work in an elementary school. Turnover was higher in those centres paying wages below the territorial median.

In the Yukon, the most significant issues for Directors were affording qualified permanent staff and keeping permanent staff; these were rated as a "problem" or "major problem" by 100% of Directors. Directors strongly preferred using any additional ongoing funding to increase staff salaries. The only other strongly preferred use for funding was to improve training.

Northwest Territories

The Northwest Territories (and the Yukon) had the highest proportion of male staff, 10% compared with 2% nationally. Staff were younger than in Canada as a whole: 65% were under 30 years old (versus 58% nationally), with only 4% (versus 16% nationally) 40 years old or more. Fifty-six per cent were married or living with a partner, and 40% were single. Three of 10 staff had lived in their present community for under one year, substantially higher than the 5% of staff nationally.

The overall mean hourly wage in the Northwest Territories was $11.80, which translates to approximately $23,750 per year. Wages ranged from $9.68 for Assistant Teachers, to $11.34 for Teachers, $12.54 for Teacher-Directors, and $17.81 for Administrative-Directors. There was not enough response from commercial centres to estimate their average wages. Predictors of hourly wages were analyzed using a multiple regression model, using Teacher's results only. Only urban versus rural location and percentage of centre budget going to wages were significantly related to hourly wage.

Wage increases were determined in a variety of ways, most commonly on the anniversary of hiring. Only six of the 31 benefits and working conditions listed were offered to more than half of all full-time Northwest Territories staff: annual paid vacations, being allowed to leave the centre for lunch, paid coffee breaks, compensation for attending staff meetings, compensation for overtime, and sick leave. Only 31% of staff reported having a staff office, and 9% received paid lunch breaks, both the lowest in Canada.

Staff in the Northwest Territories centres were relatively well educated. Six in 10 had a post-secondary certificate, diploma, or degree; 88% of these had post-secondary ECE-related qualifications. Nineteen per cent of staff had no professional development activities in the past year, compared with 13% of staff in Canada overall. While 55% of Canadian staff had some first aid training, staff in the Northwest Territories ranked lowest at 36%.

Staff had been working at their centre for an average of 1.0 years, in their current position; both of these are the shortest tenures in any province or territory. Only 5% of staff worked part time, the lowest in Canada. Full-time staff averaged 38.2 weekly hours of regularly scheduled work, and 36.8 weekly hours of paid work. Over 60% of the staff worked unpaid overtime at the centre, for 3.1 hours per week on average. The same proportion of staff did unpaid overtime work outside the centre, averaging 6.6 hours per week; the highest in Canada and almost double the national mean of 3.6 hours per week.

Satisfaction with the centre was assessed using a 50-item scale composed of five 10-item subscales concerning co-workers, supervisors, the job itself, working conditions, and pay and promotion opportunities. The overall satisfaction scale score was 32.9, lower than any other province or territory. Interestingly, although Northwest Territories staff scored lowest in Canada on the co-worker, supervisor, and job and working conditions subscales, the pay and promotion satisfaction score was the highest in Canada. On a similar 10-item scale measuring commitment to the centre,

Northwest Territories staff also scored lowest in Canada.

Staff gave a rating from one to five for various recommendations for the child care field. "Promoting more respect for child care workers in today's society", followed by "providing a better salary", "providing better supplies to do the job of child care", and "improving working conditions", were the top recommendations in the Northwest Territories.

Turnover rates were calculated as the total number of staff leaving as a percentage of the total number of staff in all Northwest Territories centres. According to Directors, 65% of all staff left in the 12 months previous to the survey. (This percentage does not include all centres, as one responding centre had a very large turnover. It was decided to omit this centre in the turnover rate calculations because of its large effect on the rate). Two-thirds of these staff quit the centre and 32% were fired. Turnover was high, at least 54%, in all four job positions. For those who left voluntarily, the most commonly checked reasons for leaving were to take another job, because of too much stress, and to return to school. Those staff who left to take another job were most likely to go to a job unrelated to child care. Turnover was higher in those centres paying wages below the territorial median.

The most significant issue for Directors was finding qualified substitutes; this was rated as a "problem" or "major problem" by 100% of Directors. The second most significant issue was finding permanent staff, a problem for 94%. Directors had two preferred uses for any additional ongoing funding: to improve training and to improve facilities. The Northwest Territories was the only province or territory which did not rank "increase salaries" as its first preference.

Conclusion

The conditions under which child care staff work not only influence their direct experience, but also have an impact on the quality of service provided.

Studies of quality in child care have found associations between high program ratings and positive child outcomes such as social competency, language development, and higher developmental levels of play. In turn, high program ratings (Whitebrook et al.) have been linked directly to caregiver wages, particularly regarding developmentally appropriate activities and Teacher/child ratios.

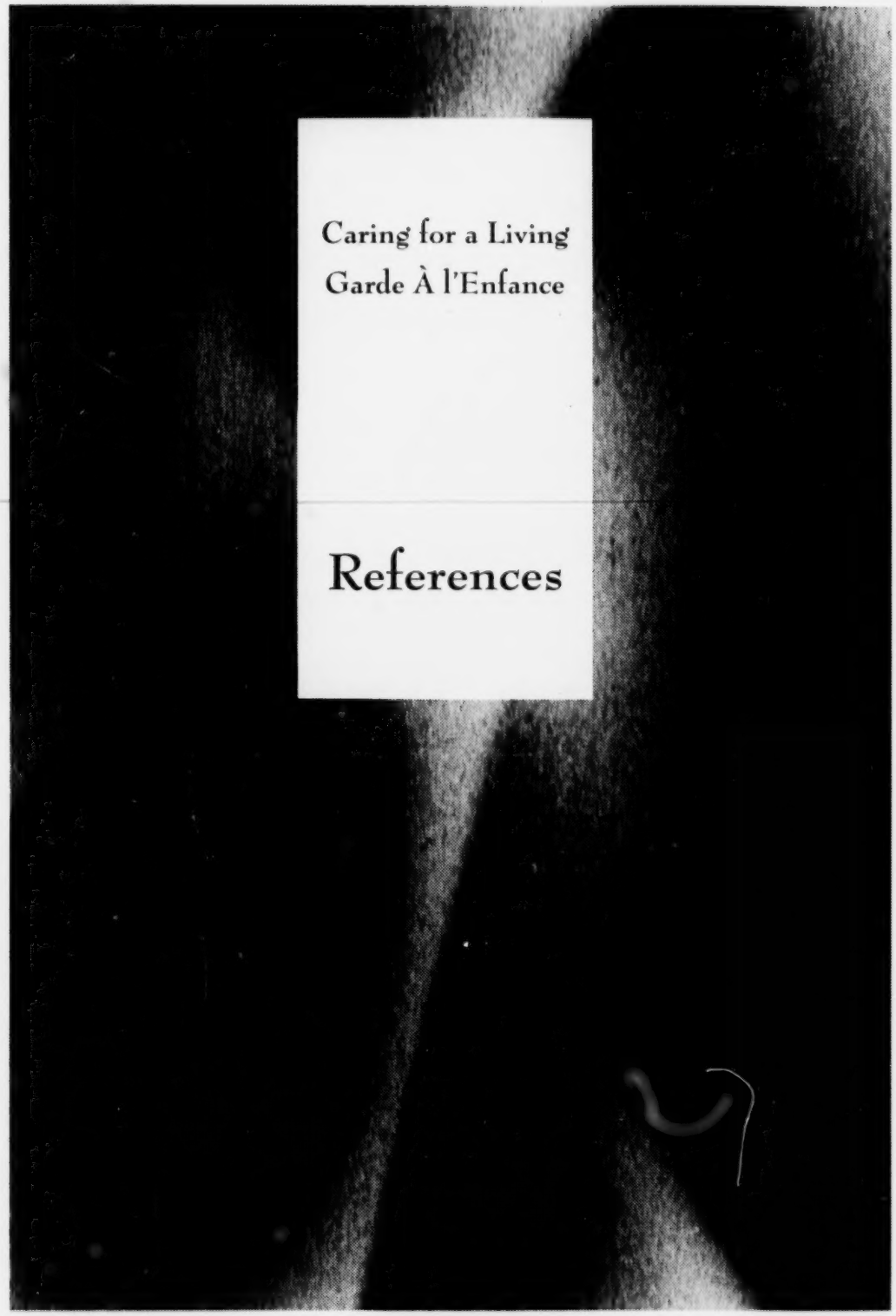
When child care dollars are used to better compensate staff and create good working conditions, the quality of care for children is also enhanced.

But our study shows that the job of a child care staff person is characterized by low pay considering the education required and the responsibility inherent in the work. Career ladders are painfully short. The work has become marginalized and devalued by society. The opportunity to turn the job into a career is limited, and many trained and experienced staff leave the field at a time when they have the most to offer. Because of the low wages and poor conditions of work, child care is a young woman's profession, and the lack of opportunity for recognition and advancement keeps it that way.

Child care staff may be drawn to the work because of their love of working with children and a belief in the importance of the work and the influence they can have in the lives of the children they care for. But the nature of the work, however rewarding, is not enough to keep people in the field.

The unavoidable conclusion to this study is that while child care workers are the cornerstone to a quality system of child care in Canada and are responsible for caring for the needs of young children, their own needs for adequate wages and working conditions have largely been ignored.

Without focusing attention on those who "Care for a Living", a system of quality child care in Canada cannot be realized.



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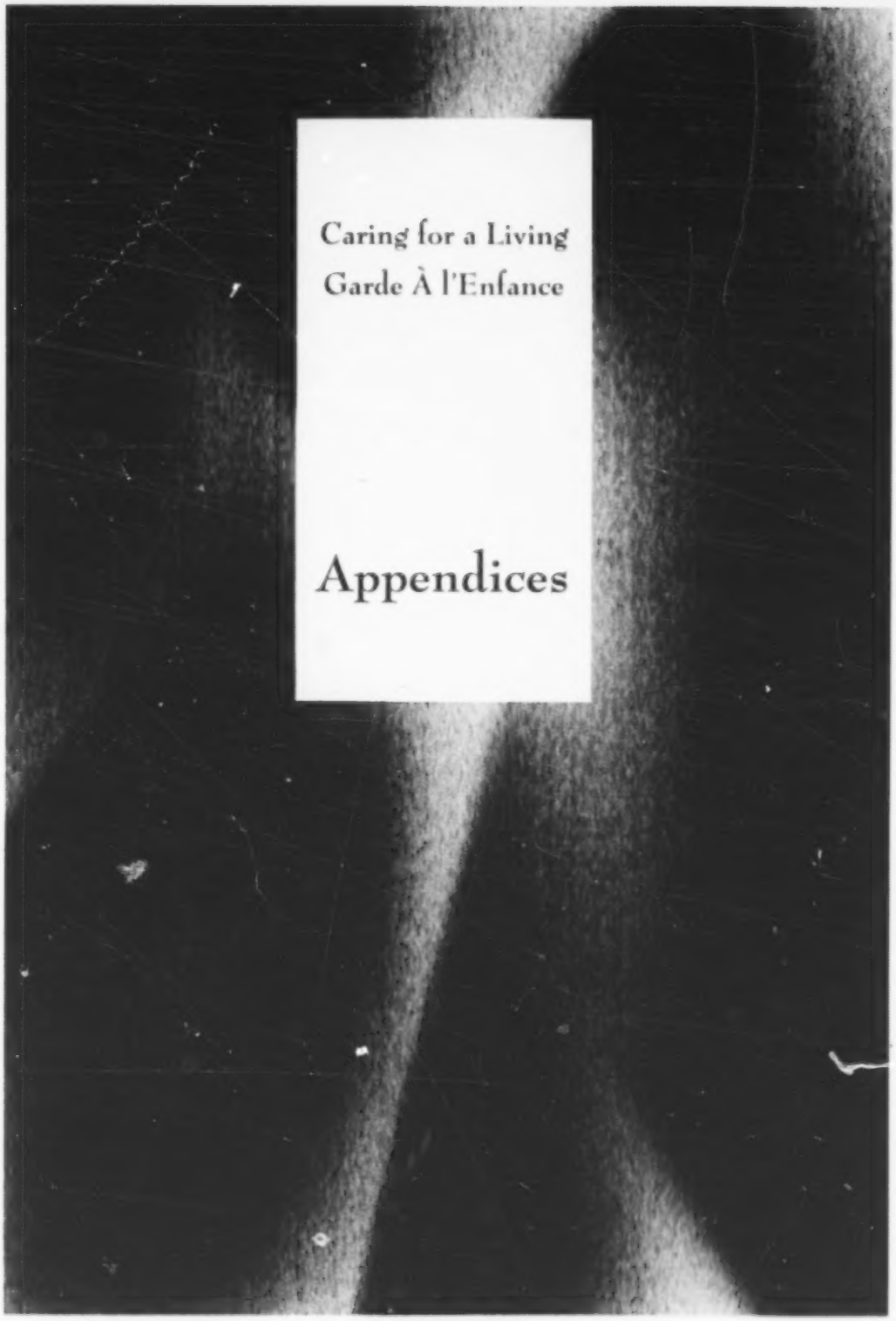

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Appendices

Appendix A Provincial Salary Enhancement Programs (data compiled June 1991)

Several provinces operate salary enhancement or direct operating grant programs that contain a specific salary enhancement component. The design of salary enhancement grants varies from jurisdiction to jurisdiction according to the specific objectives of the grant. The goals of several jurisdictions include increasing the numbers of trained and certified child care staff in provinces that require no specific credentials.

British Columbia

British Columbia had no salary enhancement or direct operating grant program.

Alberta

Alberta had no salary enhancement program. It had a monthly operating allowance paid to child care centres. The rate ranges from $65 to $150 per month per enrolled child, depending on the age of the child. By July 1994, this rate is scheduled to be reduced to $50 per month per child for all ages. Funding will be redirected to subsidies to low income families.

Saskatchewan

Saskatchewan had no salary enhancement program. It had a direct operating grant to non-profit centres of $20 per month per space.

Manitoba

Until 1991, Manitoba had a specific salary enhancement grant. However this grant has now been changed to an operating grant of which 80% was expected to be used for salaries. The rationale for the change was to simplify the funding structure.

When the salary enhancement grant was first introduced in 1986, one of its objectives was to serve as an incentive for centres to employ more than the minimum required two-thirds component of trained staff. The grant amount in 1986 was $1,300 per qualified staff member and was increased to $4,350 by 1991. Some frustration with the salary enhancement grant was reported because the lack of available, qualified staff made it difficult for centres to qualify for maximum benefits — they were given an incentive to do something that wasn't possible to do.

Ontario

Ontario initiated its Direct Operating Grants (DOG) program in the 1987-88 fiscal year with the objective of enhancing salaries and benefits of child care workers. Centres had discretion over how the grants were to be used. That is, they could spend the money to keep fees down or to enhance salaries.

When first introduced, it was anticipated that the grant programme would assist centres in a number of ways, including:

- improving staff salaries and benefits;
- assisting services to remain financially viable as costs rose;
- helping to make licensed care more affordable; and
- improving the overall quality of care.

The guidelines for the Direct Operating Grants established staff salaries and benefits as the first priority. Improving salaries of child care staff was intended to enhance recognition of the profession, attract and retain qualified staff, and reduce the pressure on parent fees.

In May, June, and July of 1989, a survey was carried out to evaluate how the grants had been used. The result of the study showed that approximately 85% of the grant went to salaries.

Average salaries have increased by $3,500 since implementation of the DOG. Annual programme costs for 1990-91 were $70 million.

Quebec

In 1991, Quebec paid a flat rate subsidy of $32,750 to co-operative, non-profit, school board, and municipal centres, plus an amount equivalent to 30% of centre revenues from parent fees, donations and financial aid subsidies, and a $6.30 per day supplement for infants. Based on the required submission of financial statements, L'Office des Services de Garde a l'Enfance, the semi-autonomous body responsible for child care strategy in Quebec, determined that 75-85% of total centre revenues went to salaries.

The Quebec program doesn't make salary enhancement explicit. Instead it was the parent boards that decided how the money was spent. The present funding scheme has been in effect for a number of years.

New Brunswick

New Brunswick had established an operating grant for the 1990-91 fiscal year. It was stipulated that the grant was to be used to enhance staff working conditions. About 80% of the grant amount was to be used to improve salaries and benefits.

The grant was a flat rate grant based on the formula $162.50 per approved space per 12-month year. Staffing ratios range from one to three for infants to one to 10 for four-year-olds. With an overall average centre staffing ratio of one to eight, the average grant per staff member was $1,300 per year.

Nova Scotia

Nova Scotia provided a salary enhancement grant that was intended to increase salaries by $5,000 over a two-year period from an average wage of $13,800 in 1989. The formula provided for a grant of $3.25 per day per licensed space provided that the licensed space was filled by a family eligible under the Canada Assistance Plan(CAP).

Nova Scotia set a maximum daily rate of $16 for child care. Centres may impose a surcharge of up to $3.25 per day to families who exceed CAP guidelines. Some 80-85% of families were eligible for the enhancement grant subsidy.

Prince Edward Island

All centres in Prince Edward Island, regardless of auspice, were eligible for a direct operating grant of $1 per day per licensed space. If the centre was operating below capacity, the rate could be reduced to 75% or 50% of the full grant to reflect actual enrolment at the centre. A portion of the operating grant was mandated for salary enhancement.

The percentage of the operating grant mandated for salary enhancement varied according to how the salary levels at a centre compared with the provincial norm. For centres where staff salaries were below a benchmark established by the provincial government, 80% of the grant was to go to salary enhancement. For centres paying above the line, 50% of the grant was required for salary enhancement.

Newfoundland

Newfoundland had no salary enhancement or direct operating grant program.

Yukon

The Yukon introduced a child care strategy in 1989 that provided for wage enhancement grants stepped in five levels from 50 cents per hour for untrained staff to $1.50 per hour for fully certified staff. This has been established as an ongoing program, however some changes in the formula were under consideration at the time of writing.

Northwest Territories

The Northwest Territories provided an operating grant of between $5 and $9.50 per space per day depending on the region in which the centre was located. There were no provisions with regard to salary enhancement.

Appendix B Specific Responses Used for Coding Items About Feelings About the Child Care Field and Satisfaction With the Centre

A. Positive Aspects of the Child Care Field

1. Co-workers

Staff/teamwork

Working with child care professionals

2. Superiors

Good Director/Supervisor

Working with particular organization (e.g., YMCA)

3. Nature of work

Enjoy children

Freedom to be creative/flexible

Working with parents/families

Working outside

Like centre/programs

Helping special needs children

Doing administrative work

Active/varied/stimulating job

Caring, warm environment

People-oriented job

Casual dress

Own boss

Feedback/love from children

Responsibility

Working with multicultural children

Working with children of particular ages

Training practicum students

Location of centre

Healthy lifestyle/environment

Woman-centred work

Staff size

Having own group of children

4. Motivation

Challenge

Teaching/having an impact/helping

Feeling of competence/reward/satisfaction

5. Dealings with society and government

Importance, responsibility of ECE field

Increasing status of field

Dealing with government

Serving the community/parents/families

Being an advocate for children

Recognition from society

ECE community

6. Personal and professional development

Growing with the job/gaining experience

Emphasis on professional development

Gaining experience for future

Educational requirements

Transportable qualifications

7. Working conditions

Working conditions (general)

Working hours

Staff to child ratio

Shift work

8. Pay and promotion opportunities

Holidays

Job security

Availability of jobs

Advancement opportunities

Availability of part-time work

Benefits

Good/improving salary

B. Negative Aspects of Working in the Child Care Field

1. Co-workers

Gossip/backstabbing
Co-worker communication
Small-mindedness of co-workers
Confidentiality between staff and children

2. Superiors

Conflicts with supervisors
Lack of board support
Owner/Director favouritism

3. Nature of work

Doing housekeeping work
Difficult children
Behaviour problems/discipline
Unsupportive/uninvolved parents
Catching diseases from children
Insufficient preparation and planning time
Getting attached to children
Lack of adult company
Lack of variety/boredom
Legal liability
Collecting parent fees
Lifting/back problems/physical strain
Changing diapers
Dealing with child abuse
Having to go outside
Insufficient contact with public
Responsibility
Paperwork/administrative work
Centre policies

4. Motivation

Stress/burnout/fatigue
Negative feedback
Need to be patient

5. Dealing with society and government

Status of child care/public perceptions
Lack of government funding/ attitude of government/politics
Bureaucracy
Poor social support network
Competition with other centres
Overemphasis on profit
Insufficient future for child care
Government discrimination against commercial centres
Children spend too long at centres/ centres too institutional
Lack of united advocacy in Canada

6. Personal and professional development

Strict or changing government regulations
Lack of skilled or trained staff
Too few courses offered/ long waiting lists
No financial incentive for additional education
Overemphasis on experience relative to education
Learning on the job/inexperience
Cost of training

7. Working conditions

Hours/work schedule
Number and quality of substitutes
Working conditions (general)
Staffing ratio
Floor space ratio
Shift work
Noise level
Lack of facilities/supplies
Poor programs/policies/procedures
Poor special needs resources
Child-size furniture
Lack of proper meals
Staffing problems

8. Pay and promotion opportunities

Low salary
Lack of wage increases
Insufficient centre funding/budget
Lack of benefits
No union
Staff turnover
Unpaid overtime/preparation time
Restricted vacation time
Lack of career ladder
Lack of job security

C. What Keeps Staff Working in the Child Care Field

1. Co-workers

Social opportunities
Co-workers (general)
Working with child care professionals

2. Superiors

Good Director/Supervisor/owner/ Board of Directors

3. Nature of Work

Helping children
Commitment/responsibility to children
Parental support/feedback/appreciation
Variety/stimulation
Outdoor activities
Facility/environment/programs
Location of centre
Freedom/creativity in programming
Love from children
Working with special needs children
Training practicum students
People-oriented job

4. Motivation

Challenging/motivating
Enjoyment/reward/satisfaction
Sense of accomplishment/use of skills

5. Dealings with society and government

Improving conditions in child care field
More political awareness
Importance of child care to society
Demonstrate that males can work in child care

6. Personal and professional development

My career/training
Don't want to retrain
Self-growth/learning/gaining experience
Opportunities for professional development

7. Working conditions

Working conditions (general)
Able to have my child at centre
Hours/work schedule
Ability to work part time

8. Pay and promotion opportunities

Secure job
Steady income
Seniority
Benefits
Good wage
Advancement opportunities
Holidays

D. Most Satisfying Aspects of Present Job

1. Co-workers

Co-worker relations/co-operation
Co-worker support
Working with other professionals

2. Superiors

Supervisor relations/feedback
Positive feedback from Board of Directors

3. *Nature of work*
   - People-oriented job
   - Freedom/flexibility in programming
   - Working with parents
   - Being with children
   - Being in a particular position (e.g., Director)
   - Working with special needs children
   - Program/activities
   - Working with same group of children
   - Feedback/love from children
   - Location of centre
   - Variety/stimulation of job
   - Watching centre grow/improve
   - Working outdoors
   - Training practicum students
   - Working with different age groups or a particular age group
   - Cooking for children
   - Using my skills and training
   - Working for a particular organization (e.g., YMCA)
   - Teaching staff
   - Working for a non-profit centre
   - Doing administrative work

4. *Motivation*
   - Challenges
   - Accomplishment/reward
   - Satisfaction

5. *Dealing with society and government*
   - Important job/making a difference
   - Public relations/positive community image
   - Provincial/national child care organizations

6. *Personal and professional development*
   - Opportunity for professional development
   - Gaining experience/learning the profession

7. *Working conditions*
   - Work schedule/hours
   - Working conditions (general)
   - Low child to staff ratio
   - Can request a transfer

8. *Pay and promotion opportunities*
   - Advancement opportunities
   - Good pay
   - Steady income/secure job
   - Benefits
   - Summer holidays/breaks

E. Most Frustrating Aspects of Present Job

1. *Co-workers*
   - Lack of staff spirit/communication/morale
   - Treatment from other professionals

2. *Superiors*
   - Problems with Supervisor/Director/owner/Board of Directors
   - Favouritism/unfair division of labour

3. *Nature of work*
   - Behaviour problems/discipline
   - Abused/neglected children
   - Lack of parent involvement
   - Inadequate facilities/supplies
   - Lack of preparation and planning time
   - Parents late picking up children/late paying fees/etc.
   - Catching diseases from children
   - Housekeeping duties
   - Poor policies/procedures
   - Not enough independence/input in programming

Too much paperwork/ administrative duties
Prefer different age groups of children
Fluctuating attendance
Hiring process
Daily routine
Putting children on waiting lists
Communication with multicultural parents, children
Negotiating leases/rents
Raising fees
Rainy days
Location of centre/transportation
Programming for part-time children
Size of centre (too many children)
Children of staff at centre
Changing diapers
Missing children when they leave the centre
Teaching/motivating staff
Too many staff meetings

4. *Motivation*
Stress/burnout/overwork
Too much or too little responsibility
Feeling unappreciated/lack of positive feedback
Lack of patience
Not challenging

5. *Dealing with society and government*
Lack of funding for centres
Lack of public respect, knowledge
Lack of government support/ bureaucracy/politics
Sexism
Competition from other programs
Lack of subsidized spaces
Discrimination against commercial centres
Lack of community involvement

6. *Personal and professional development*
Regulations too strict
Lack of staff training/knowledge to do job properly
Difficulty finding trained staff
Few opportunities to upgrade education/ get professional development
Not using skills/training on job

7. *Working conditions*
Work schedule/hours
Finding staff/substitutes/volunteers
Working conditions (general)
Lack of space/no privacy
Centre is understaffed
Interruptions/distractions
Shift work
Poor special needs resources
Noise level
Lack of professional support
Lack of support staff
Hygiene

8. *Pay and promotion opportunities*
Low pay
Lack of pay increases
Lack of advancement opportunities
Lack of benefits
Too few working hours
Lack of reduced fees for own children at centre
Staff turnover
Unpaid preparation time and overtime
Lack of job security
Don't want unions/want unions
Pay schedule/unreliable pay
Inadequate vacation
Cost of benefit package